

THESIS

**THE APPLICATION OF OBSERVE AND REMEMBER GAMES IN
IMPROVING STUDENTS' ACHIEVEMENT IN VOCABULARY
AT THE SEVENTH GRADE OF MTS ISLAMIYAH
MEDAN IN THE ACADEMIC YEAR
2016/2017**

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ABSTRACT



The Application of Observe and Remember Games in Improving Students' Achievement in Vocabulary at The Seventh Grade of MTs Islamiyah Medan in The Academic Year 2016/2017

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Keywords: Vocabulary, Classroom Action Research, *Observe and Remember Games*

This research is aimed to improve students' achievement in vocabulary by using *observe and remember games* in the seventh grade of MTs Islamiyah Medan academic year 2016/2017.

The method used in this study was Classroom Action Research (CAR). This method consisted of two cycles in each cycle consists of planning, acting, observing, and reflecting. The data were gathered through qualitative and quantitative data. The qualitative data were taken from observation sheet and interview. The quantitative data were taken from tests. The tests were given to the students in the form of pre-test, post-test 1 and post-test 2.

The subjects of this study consisted of 22 students in VII-3. Based on the result of this research showed that there was a development on the students' vocabulary mastery, it can be seen from the mean score of pre-test were 49, the mean score of post-test cycle 1 was 67.13 and the mean score of post-test cycle 2 was 85.59. In addition, there were no one students passed the Minimum Criteria

of Accomplishment (MCA) in the pre-test. Meanwhile, in the cycle 1, there were 11 students (50%) who passed the Minimum Criteria of Accomplishment (MCA) and in the post-test cycle 2 there were 18 students (81.81%) who passed Minimum Criteria of Accomplishment, so the criteria of success was achieved. Furthermore, the results of observation and interview showed that the students were motivated in the teaching-learning process during the implementation of observe and remember games. So this game is good to be used in teaching and learning vocabulary.

Acknowledge by:

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CHAPTER I

INTRODUCTION

1.1. Background of Study

Vocabulary is one of the language components that needed in mastering English. So, when the students communicate using English language, they need not only in grammar but also in vocabulary. As it is stated by Scott Thornburg that: “without grammar very little can be conveyed, without vocabulary nothing can be conveyed”.¹ It means that vocabulary is very important when the students communicate using foreign language especially English language.

In learning English there are four skills, reading, writing, speaking, and listening. Vocabulary is the basic one of the most important subject. Students are expected not only able to understand the materials that have thought but also to use the language in daily life. Therefore, vocabulary is the basic to master all of the English skills. Students have to memorize many vocabularies in each skill of English. Actually for junior high school students must be able to master English whether written or spoken by using their vocabularies.

Many students still lack of vocabulary. Based on my PPL in the 7th grade of MTs Islamiyah Medan, they are very difficult to understand all of materials the teacher explained: *First*, understanding meaning of word. Most students have found difficulties in understanding meaning of words because, they may not know it when they are learning, it is so hard for them could understand the lesson well, and it also might make them disappointed and unmotivated. Besides that, they try

¹ Scott Thornburg, *How to Teach Vocabulary*, (Oxfordshire: Person Education Limited, 2002), p. 13

to translate it into Bahasa Indonesia so, they attempt look up it in the dictionary. *Second*, is differentiating the foreign word-spelling. The students have found some similar words and sounds in English, it might make them feel confused. *Third*, is using the words. The students forgot word that has been learned before. So, the students could not make a sentence well.

The causes of the problem above is the teacher mostly teach vocabulary through the traditional method, that is translating a text and take new vocabulary without repeating it every day. That seems monotonous method. That might make students bored, and lazy in teaching learning process. Meanwhile, vocabulary is usually taught through memorizing word and drilling pattern. That means their teacher taught this way to apply the material that would teach, then also might make students bored. Moreover, they tend to be difficult in learning vocabulary. Then, the teacher did not use the teaching strategy to help the students in writing vocabulary. These problems occur because the teacher did not write the spelling of the words. In other words, the teacher did not perform the alphabets or spellings of the vocabulary as the clue for students to write vocabulary. To overcome the problems, the English teacher is expected to be imaginative and creative in developing the teaching strategies. The students feel difficult in expressing some object in English.

From the explanation above, a teacher has to choose a suitable ways, subject or material and how to apply it in the classroom. Virginia French Allen said that: experience teachers of English as a second language know very well how important vocabulary is.² Based on this case, the teacher has to teach this subject

² Virginia French Allen, *Techniques in Teaching Vocabulary*, (Oxford University Press, 1983), p. 1

in various ways, so that they can understand the material well, and he or she has to explain how important vocabulary in mastering English.

Based on the statement above, I was choosing games in improving English vocabulary. Julia Dobson said that: "Game is a wonderful way to break the routine of classroom drill, because it provides fun and relaxation".³ That means that game is one of ways to relax routine of classroom and making fun. Moreover, as it is stated in Games for Language Learning book: "Game" to an activity which is entertaining and engaging, often challenging, and an activity in which learners play and usually interact with others".⁴ That means that any activity is interesting because games might make students enthusiastic to play it, sometimes it is challenging because when students are playing games, they have to be a winner in that games, and also it is entertaining because students fun and enjoy in playing and interacting each others. Besides that, it also gives the opportunity to the students to express their feeling.

From the description above I took this study to examine the application of *observe and remember games* of teaching English in enhancing the students' English achievement especially on vocabulary. So, here I would like to propose this study to examine the application of *observe and remember games* of teaching English in enhancing the students' English achievement especially on vocabulary achievement.

Observe and remember game is a game that comes from Kim's (keep in mind) game. This game is a good way to test ability of the students in observing and recall their moment during learning especially regarding English vocabulary.

³ Julio Dobson, *Try One of My Games*, (Washington. D.C, 2003), p. 295

⁴ Andrew Wright, David Betteridge and Michael Buckby, *Games for Language Learning*, (Cambridge University Press, 2006), p. 1

By using this game, the teacher does not have to translate some object. Through *observe and remember games*, the students will be more active in developing vocabulary, because they will not depend on their teacher.

Based on the discussion above, I want to know whether there are some differences in student's vocabulary achievement if they learn through *observe and remember games*. I took the title "The Application of *Observe and Remember Games* in Improving Students' Achievement in Vocabulary at The Seventh Grade of Junior High School MTs Islamiyah Medan".

1.2. Research Problem

1. How does the teaching learning process of vocabulary by using *observe and remember games* at the first grade students of MTs Islamiyah Medan?
2. Can *observe and remember game* improve students' vocabulary achievement at the first grade students of MTs Islamiyah Medan?

1.3. Objective of Study

- To know the students' learning process of vocabulary by using *observe and remember games* at the first grade students of MTs Islamiyah Medan.
- To know whether *observe and remember games* can improve student's vocabulary achievement at the first grade students of MTs Islamiyah Medan.

1.4. Scope and Limitation of Study

This study is limited to the scope of:

1. The seventh grade students of junior high school

I chose the seventh grade student because during observation all the students of MTs Islamiyah Medan have very poor of English vocabulary.

Because of it, I chose them as subject of the research.

2. The study is focused on the use of *observe and remember games*

I focus on *observe and remember games* because I want to know how the result of using *observe and remember games* in teaching English, especially vocabulary material. So, I focus on the use of *observe and remember games*.

1.5. The Significance of Study

The significance of this writing might be expected to give practical and theoretical benefits as follows:

1 Theoretically

- a. The result of research paper can be used as input in English teaching learning process especially for learning vocabulary by using *observe and remember games*.
- b. The result of research can be used as the reference for those who want to conduct a research in English teaching learning process.

2 Practically

a. The Teachers

The result of this study hopefully can give useful contribution for the institution and the practice of foreign language teaching.

b. The students

The research is expected to be useful input for the students to encourage them to master and improve their English vocabulary.

c. The Headmaster

The result of this research is expected to be a useful input for the headmaster to make a policy related to the English teaching and learning process in the classroom especially in increasing the students' vocabulary.

d. Other Researcher

Finally, I interested in the teaching of English at Junior High School get useful information from the result of this study and leading them to further research on different aspect field.

1.6. Definition of Key Terms

Key term is the main idea in this research.

To avoid misunderstanding and misinterpretation of terms found in this study, I try to define the key terms as follows:

1. Improve is making the students' vocabulary become increased.
2. Vocabulary is the students' collection of words or phrases.

3. Game is a fun activity with rules to play.
4. Observe and remember game is a game that comes from Kim's (Keep in Mind) game. This game is good way to test ability of the student in observing and recall their moment learn especially regarding English vocabulary.

1.7. Preview Studies

In this research, I use the other research as a comparison. The first was conducted by Budi Setiawan (2010) with his research paper "Improving The Students' Vocabulary Mastery Through Direct Instruction". He conducted that there is a significant difference in the result of teaching vocabulary by using direct instruction as teaching aids in students' vocabulary. In fact in this research there is a different mean in both of these groups. That could be shown from the average score of vocabulary mastery of the students before using direct instruction was 45.34, that belonged to poor average level and after using direct instruction was 68.10. That belonged to average to good level.

In the second research was conducted by Nining Puji Ningsih (2010) with her research paper "Improving Students' English Vocabulary By Using Total Physical Response". The result of the action shows that using Total Physical Response can improve students' vocabulary mastery. That could be shown from the average score of vocabulary achievement of the students before using text was 62.60, that belonged to poor average level and after using total physical response was 86.20. That belonged to average to good level.

The third research was conducted by Neaty Muttahidah (2011) with her research paper “Improving Students’ Vocabulary Through Vocabulary Card”. The result of the action shows that using Vocabulary Card can improve students’ vocabulary achievement. That could be shown from the average score of vocabulary mastery of the students before using text was 49.6, that belonged to poor average level and after using total physical response was 66.3. That belonged to average to good level.

CHAPTER II

REVIEW TO THE RELATED LITERATURE

This chapter covers some theories related to the study. The discussions focus on *Vocabulary*, *Game*, and *Observe and Remember Games*.

2.1. General Concept of Vocabulary

2.1.1. The Definition of Vocabulary

There are various definitions of “vocabulary”, they are: Donald R. Bear said that Vocabulary is derived from the Latin word *vox* (*voice in English*). With our vocabularies, we *call out* and *give voice* to new ideas and concepts that beg to be named. And due to its prominence, new ideas are added to English vocabulary, which just recently surpassed one million words.⁵

According to the A. S. Hornby, vocabulary is the total number of words which make up a language.⁶ So, language is arranged by so many words and phrases. He adds that vocabulary is a collection of words or phrases in language. It means that vocabulary is a language component which gives information or explanation in a language terms.

Moreover, there is another definition of vocabulary, it is: according to David L. Shepherd; he said that vocabulary is one of the most significant aspects of language development.⁷

⁵ Donald R. Bear, *Academic Vocabulary Study in The CCSS: Embedded, Deep and Generative Practices*, (University of Nevada: The McGraw-Hill Companies, 2004), p.1

⁶ A. S. Hornby, *Oxford Advanced Learner's Dictionary*. (Oxford University Press, 1987), p. 461

⁷ David L. Shepherd, *Vocabulary Meaning and Word Analysis, Comprehension High School Reading Methods*. (USA: Bell and Howel Company, Co, 1973), p. 39

- a. All the words that a person knows or uses.
- b. All the words in a particular language.
- c. All the words that people use when they are talking about a particular subject.
- d. A list of words with their meanings, especially in a book for learning a foreign language.

According to the Collins Cobuild, the vocabulary of language is the total number of word and someone's vocabulary is the total number of words in a language that he or she knows.⁸

Based on those statements, vocabulary is a word or a sound which represents a certain meaning as an utterance unity. It is the most important part in language learning. It is clear that vocabulary is a fundamental of language. So, there is no language without vocabulary.

2.1.2. Kinds of Vocabulary

According to Thornbury, there are two kinds of vocabulary. They are function words and content words.

A. Function Words (Grammatical Words)

Function words are words that have little lexical meaning or have ambiguous meaning, but instead serve to express grammatical relationships with other words within a sentence, or specify the attitude or mood of the speaker.⁹

⁸ Rosa M Lopez Campillo, *Teaching and Learning Vocabulary : An Introduction For English Students*, (UCLM: Magisterio De Albacete, 1990), p.35

⁹ Scott Thornburg, *Op.cit*, p.4

1. Prepositions

Prepositions are words, usually small, that typically indicate information about direction, location, or time. There is only a small number of prepositions in English. Some commonly used examples are at, from, in, on, and to.¹⁰

The word or phrase that the preposition introduces is called the object of the preposition.

- The family will be sunbathing *at* the seashore tomorrow morning.
- Close your eyes and throw the ball *under* the table.
- He left *without* saying goodbye.

There are over 100 prepositions in English language which can be divided into three general types, each one indicating relationships with regard to time, place or movement/direction.

a. Prepositions of Time

Preposition of time are used to clarify what time an event happened or will happen. Time prepositions are used with nouns and pronouns and usually come before nouns or pronouns.

- I'm leaving to Palembang *in* a week.
- I waited for him from 8 a.m. *until* 10 a.m., and later went out
- I watch TV *during* the evening.

¹⁰ Evelyn, P. Altenberg and Robert M. Vago, *English Grammar: Understanding the Basic*, (UK: Cambridge University Press, 2010), p.65

b. Prepositions of Place

Prepositions of place are used to describe the place or position of nouns.

They are used with all nouns.

- The box is *beside* the door.
- He threw the ball *over* the roof.
- The house is *between* 3rd Street and 4rd Street.

c. Prepositions of Movement/Direction

Prepositions of movement/direction are used to show the movement or direction of a noun.

- The helicopter flew towards south.
- Clara fell into the well.
- Husna jumped onto the beach.¹¹

2. Conjunctions

Conjunctions are words that connect individual words, groups of words, or entire clauses.

For example:

- Laura **and** I went to a concert.
- You will have to take the train **or** rent a car.¹²

Conjunctions can be classified a coordinating or subordinating conjunction.

¹¹ Rahmah Firtiani, *English Grammar*, (Bandung: Ciptapustaka Media Perintis, 2010), p.96-98

¹² Ed, Swick, *English Verbs & Essential of Grammar for ESL Learners*, (United States: The McGraw-Hill Companies, 2010), p.113

a. Coordinating Conjunctions

Coordinating conjunctions, also called coordinators, are conjunctions that join two or more of independent clauses. The most common coordinating conjunctions are *and*, *but*, *for*, *nor*, *or*, *so*, and *yet*.¹³

For example:

- The students will bring newspaper *and* magazines for writing report.
- Tina is not a secretary, *but* a teacher.¹⁴

b. Subordinating Conjunctions

When a subordinating conjunction introduces an *independent clause*, that clause becomes *dependent* and must be attached to a main clause—another independent clause:

Independent clause: Mary lived in France.

Subordinating conjunction introduces the clause: When Mary lived in France.

Dependent clause is added to independent clause: When Mary lived in France, she became quite knowledgeable about wine.

There are many subordinating conjunctions. They are derived from other parts of speech or are even a combination of words. Some of the most commonly used are:

| | | |
|----------|---------|------------|
| after | even if | that |
| although | how | though |
| as | if | till/until |

¹³ Rahmah Firtiani, *Op.cit*, p.105

¹⁴ Utami Dewi, *How to Write*, (Medan: La-Tansa Press, 2013), 2nd ed. p.105

| | | |
|------------|---------------|----------|
| as if | inasmuch | unless |
| as long as | in order that | until |
| as much as | lest | when |
| as soon as | now that | whenever |
| as though | provided that | where |
| because | since | wherever |
| before | so that | while |

If a subordinating or dependent clause begins a sentence, a comma will separate that clause from the independent clause. For example:

- *Although* I don't know you well, I feel I can trust you in this matter.
- Now *that* you're settled in your new home, I hope you'll stop by for a visit.
- *Wherever* the boy tried to hide, his dog would always find him.¹⁵

3. Determiners

Determiners are definite article, indefinite article, possessives, demonstrative, and quantifiers. Example: the, a, an, my, this, some.

4. Pronoun

A pronoun is a word used in place of a noun phrase.¹⁶ Pronouns can be used in place of nouns (when appropriate), and a pronoun operates just like a noun in a sentence. It's important to remember, however, to use pronouns carefully.

Often times, writers make the mistake of referring to a noun with a pronoun

¹⁵ Ed, Swick, *Op.cit*, p.114

¹⁶ Siti Zubaidah and Asrina Sari, *Contrastive and Error Analysis*, (Medan: CV. Gemilang Utama, 2016), p.142

without first providing and introducing the actual noun a pronoun is replacing. This creates confusion for readers since it's then not clear *who* or *what* a pronoun is referring to. Also, once introduced, nouns should be mentioned again here and there throughout a paragraph to remind readers of the name or title of a noun (or noun phrase) even if it's only a common noun, such as "philosophy student" or "kitten."¹⁷

Grammarians classify pronouns into several types, including the personal pronoun, the demonstrative pronoun, the interrogative pronoun, the indefinite pronoun, the relative pronoun, the reflexive pronoun, and the intensive pronoun.¹⁸

B. Content Words (lexical word)

Content words (lexical words), are words that carry the content or the meaning of a sentence and are open-class words.

1. Nouns

The popular definition of a noun is that it 'describes a person, place or thing'. In fact we use nouns to express a range of additional meanings such as concept, qualities, organizations, communities, sensations and events. Nouns convey a substantial proportion in most texts.¹⁹

¹⁷ Minneapolis, *Grammar Handbook*, (Capella University, 2001), p.5

¹⁸ Rahmah Firtiani, *Op.cit*, p.27

¹⁹ Martin Parrott, *Grammar for English Language Teachers*, (UK: Cambridge University Press, 2000), 1st ed, p.7

2. Verbs

The verb is perhaps the most important part of the sentence. A verb asserts something about the subject of the sentence and express actions, events, or states of being. The verb is the critical element of the predicate of a sentence. When a verb is used together with an auxiliary, it is called a **compound verb**. In particular, an auxiliary can be used with the verb in order to create the many of the tenses available in English.

- Dracula *bites* his victims on the neck.
- The sick man *looks* so pale.
- Children *should obey* their parents.

3. Adjectives

There are some definitions about adjective. An adjective is a word that qualifies a noun; it adds to its meaning, but limit its application, e.g. the **new** book; the **black** sheep.²⁰ The adjective expresses the property of an entity. In the sentence, the adjective performs the functions of an attribute (an adjunct) and a predicative. Of the two, the more typical function is that of an attribute since the function of a predicative can also be performed by other parts of speech.²¹

Heiner Schenke states that adjectives are words that provide more information about a noun.²²

²⁰ C.E. Eckersley, *A Concise English Grammar for Foreign Students*, (London: Longmas Green & Co LTD 48, 1958), p.12

²¹ Laimutis, Valeika and Janina Buitkiene, *An Introductory Course in Theoretical English Grammar*, (Pilnius Pedagogical University, 2003), p.116

²² Heiner, Schenke and Karen Seago, *Basic German: A Grammar and Workbook*, (London and New York: Rouledge, Tailor & Francis Group, 2005), p.143

According to C.E. Eckersley, “adjective is word that tell us what a thing is like; words that are add to a noun to make our meaning fuller or more exact”.²³ Adjectives remain invariant in form, no matter what position they occupy in a sentence.

For example:

- The Moon is *full* tonight.
- The *full* moon shone brightly.²⁴

Evelyn states that an adjective is a word that refers to a characteristic of a noun. If you can put a word between the and a noun (like boy, or idea), then that word is an adjective.²⁵

4. Adverbs

An adverb can modify a verb, an adjective, another adverb, a phrase, or a clause. An adverb indicates manner, time, place, cause, or degree and answers questions such as how, when, where, and how much.

- Could you speak *loudly*, please?
- The young athlete runs *very* fast.
- I think this food is *too* hot for my tongue.²⁶

²³ C.E. Eckersley, *Op.cit*, p.34

²⁴ Marianne, Celce-Murcia & Dianne Larsen-Freeman, *The Grammar Book: An ESL/EFL Teachers' Course*, (United States of America: Heinle & Heinle Publishers, 1999), p.381

²⁵ Evelyn, P. Altenberg and Robert M. Vago, *Op.cit*, p.58

²⁶ Rahmah Firtiani, *Op.cit*, p.86

2.1.3. The Importance of Vocabulary

There are some importance of vocabulary, they are: According to Rosa M Lopez, “Vocabulary is obviously a very important element within a language as the overwhelming majority of meaning is carried lexically; and therefore, something to be taken into consideration both in second and foreign language teaching – although not the only one that conveys meaning. There are certainly other elements such as grammar, stress, rhythm, intonation, tone of voice, pauses, hesitations or silences, not to mention the use of non-vocal phenomena such as kinesic and proxemic features.”²⁷

Furthermore, there is another importance of vocabulary, it is: according to David L. Shepherd, he said that vocabulary is a basic skill to communicate; people will not be able to communicate easily without knowing it. It means that vocabulary is important in communication.²⁸

The central importance of vocabulary, it seems almost impossible to overstate the power of words; they literally have changed and will continue to change the course of world history. Perhaps the greatest tools we can give students for succeeding, not only in their education but more generally in life, is a large, rich vocabulary and the skills for using those words. Our ability to function in today’s complex social and economic worlds is mightily affected by our language skills and word knowledge. In addition to the vital importance of vocabulary for success in life, a large vocabulary is more specifically predictive and reflective of high levels of reading achievement. *The Report of the National Reading Panel* (2000), for example, concluded, “The importance of vocabulary knowledge has

²⁷ Rosa M Lopez Campillo, *Op.cit*, p.36

²⁸ David L. Shepherd. *Op.cit*, p. 39

long been recognized in the development of reading skills. As early as 1924, researchers noted that growth in reading power relies on continuous growth in word knowledge” (pp. 4–15).²⁹

In our opinion, our students need to be made aware of the importance of this element because we have observed that, in general, there is a tendency to concentrate on grammar, paying little attention to vocabulary.

2.1.4. Teaching Vocabulary

Teaching vocabulary is an activity to acquire some new words to improve the language. The status of vocabulary within the curriculum has varied considerably over the years. It suffered significant neglect during the 1950s and 1960s when audio-lingualism had a dominant influence on methodology, but made something of a come back during the 1970s under the influence of communicative language teaching. At the level of classroom action, we also look at techniques and classroom exercises and activities for teaching vocabulary.

In their collection of articles on the teaching of vocabulary, Carter and McCarthy suggest that the following questions are constantly asked by teachers and students:

1. How many words provide a working vocabulary in a foreign language?
2. What are the best words to learn first?
3. In the early stages of learning a second foreign language, are some words more useful to the learner than others?

²⁹ John J. Pikulski and Shane Templeton, *Teaching and Developing Vocabulary: Key to Long-Term Reading Success*, (U.S.A.: Houghton Mifflin Company, 2004), p.1

4. Are some words more difficult to learn than others? Can words be graded for ease of learning?
5. What are the best means of retaining new words?
6. Is it most practical to learn words as single items in a list, in pairs (for example, as translation equivalents) or in context?
7. What about words which have (several) different meanings? Should they be avoided? If not, should some meanings be isolated for learning first?
8. Are some words more likely to be encountered in spoken rather written discourse? If so, do we know what they are?³⁰

As stated in the Qur'an:

Surah Al Baqarah

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ

That is, "And He taught Adam all the names, then showed them to the angels, saying: Inform Me of the names of these, if ye are truthful." (Q.S. Al-Baqarah/2: 31)

(And taught him to Adam names) means the names of objects (all of them) by way of entering into his heart the knowledge of objects (later stated he them) means objects was that it was not just objects dead, but also creatures of

³⁰ David Nunan, *Language Teaching Methodology: A Textbook for teachers*, (Sydney: Macquarie University, 1991), p.116

understanding, (to the angels, and God said) to discredit them, ("Tell me) please say (their names) which names it (if you are truthful.") that no one knows better than you among the creatures that created them or that you're more entitled to be caliph. As 'replied the terms' indicated by the preceding sentence.

In this verse Allah. show a feature which is given unto Adam a.s. never given unto His creatures the other, the knowledge and the power of reason or intellect that enables it to learn something profusely. This feature also lowered to its descendants, namely mankind.

However, at other times we set out to teach or practice a specific area of vocabulary, and the examples in this chapter show various ways in which this can be done. We will also look at activities designed to get students to research words for themselves using reference and production dictionaries.

A. Introducing Vocabulary

When we introduce new vocabulary, there is always a chance, of course, that it is not new to some of the students in the class. That is why elicitation is so important. By the time students get to upper intermediate level or beyond, we can be sure that some of them will know some of the words we are asking them to focus on. The example below is clearly designed to focus the students' attention on an aspect of vocabulary they certainly know quite a lot about, but they may never have studied prefixes in quite such detail before.

Example: Walking, running, jumping (Focus of movement)

The teacher starts by showing or drawing pictures, or miming the actions in figure 1. The words are carefully modeled, and the teacher may well conduct

a rapid cue-response drill where she points to a picture or mimes the action and then nominates a student to say *walk, climb, and jumping*.

Students are now asked to put the correct verb in the sentences in figure 2. These can be projected or written onto the board, provided that the students can still see the pictures. This can be done with the whole class or the students can work in pairs.

If the students have worked on the exercise in pairs, the teacher now goes through the answers, making sure that the students pronounce the word correctly, they can then (depending on their age) do a quick round of class robot, where one student is a robot and the others give instructions, such as *run to the window, swim to the door*, and the robot has to mime these activities.

Finally, the students can be asked to write new instruction using the new words, as in figure 3- or they can invent their own fitness exercise or design their own activity sequence, like the one in figure 2. Whichever they choose, they can write (and draw) their own instructions.

This kind of procedure, which we might call PPP, or Straight arrows if we follow the ESA form of description, is a very effective way of teaching small numbers of individual words at beginner level.³¹

B. Practicing Vocabulary

In the following lesson sequences the aim of the activity is either to have students use words that they more or less know, but which they need to be provided into using, or to get them to think about word meaning, especially in

³¹ Jeremy Harmer, *The Practice of English Language*, (Longman pearson, 2007), 4th ed, p.229-230

context.

For example: Word circle (Compound nouns)

In this activity, the students look at a wheel of words and try to say which words combine with *book* and TV to make compound words.

We start by showing students the wheel and then make sure that they realize that while *book + case* can make *bookcase*, *TV + case* doesn't work in the same way.

Students put into pairs or groups and told to come up with the combination as quickly as possible. They should do this without using dictionaries at first, and then when we go through the answers with the class, we can put up some of them on the board and ask students to check with their dictionaries to see if they are right (some of them will not be). Students can now use these compound words in sentences, or some of them can be put in noughts and crosses square. So, that students have to make sentences using them to win a square. Alternatively, students can choose any three of the words and write a questionnaire to find out about people's attitudes or habits concerning books or TV.³²

C. Vocabulary Games

There are many games which are appropriate for use with collections of vocabulary items. Sometimes games which are not design especially for language students work equally well in our lessons. These include *Pictionary* (where players have to draw words which their team then have to guess), *Call*

³² *Ibid*, p.235

my bluff and *charades* (where players have to act out the title of a book, play or film).

The three game examples in this section are designed to engage students, though only one of them involves the kind of guessing which many games (such as the ones mentioned above) often include.

For example: Back to the board (explaining word meaning)

In the following game, students have to explain the meaning of a word or phrase to one of their team members so that he or she can guess what the word is.

Students are put into small teams. In each team one member sits with their back to the board.

The teacher now writes a word or phrase on the board. All of the group who can see this word have to explain what it means (without saying the word or phrase itself) to the team member who has their back to the board. The first student to guess the word or phrase gets a point for their team.

The game can be made more formal in structure if the students with their backs to the board have to get their information by asking *yes/no* questions only, e.g. *Is it more than one word? Can you find it in the house?*

Hidden definitions is especially effective if the teacher puts up words and phrases which the students have recently studied.

D. Using dictionaries

Dictionaries, whether they are in book form, on CD-ROMs, online or bundled into the electronic machines that students like to carry around, are perhaps the greatest single resource students can have at their disposal. However, they are sometimes the least widely-used resource that learners work with. This is sad because they contain a wealth of information about words, including of course what they mean, but also how they operate.

In today's dictionaries there is a good chance that there will also be extra information telling the user about such thing as:

- Differences between British and American usage for example *Monday to Fry day inclusive* (British), and *Monday through Friday* (American)
- Similar words, for example the difference between *gaze*, *stare* and *gape*
- Frequency in different media, for example the fact that *certainly* is more common in speech than in writing.
- Levels of formality for example that fact that *indolent* is a formal word
- Connotation, for example the fact the *vagabond* is 'especially literary' and that certain words are taboo.

Dictionaries are generally used when students have already come across a word and then look it to check that they know how to use it. Sometimes they will find a word in their bilingual dictionaries and then check with a monolingual learners' dictionary (MLD) to see if they have understood correctly.³³

³³ *Ibid*, p.238-240

So, to present some new vocabulary, we can use many ways, they are: creating situation or context, describing, and using word games like *observe and remember games*.

2.2. Games

2.2.1. General Concept of *Observe and Remember Games*

A. Definition of Game

Since learning grammar or structure is difficult and sometimes is boring for the students, teachers are expected to find the effective way to help students in learning second language. Games can help the students to revise language they learn. “Games also help the teacher to create contexts in which the language is useful and meaningful”. *Observe and remember games* is one of games which is used to help students learn their lessons in English class easily.

A game is an activity with rules, a goal and an element of fun.³⁴ There are two kinds of games: competitive games, in which players or teams race to be the first to reach the goal, and cooperative games, in which players or teams work together toward a common goal. Language games can be divided into two further categories: linguistic games and communicative games. In linguistic games the goal of the game is linguistic accuracy: in the case of these grammar games, using the correct grammatical forms. Communicative games have a goal or aim that is not linguistic: successful completion of the game will involve solving a puzzle or completing a picture.

³⁴ Jet, Programme, *Classroom Activities: Junior High School*, (Clair, 2013), p.64

Haldfield further emphasizes the effectiveness of using games is that it provides chance to practice or use the new language items students have just learned. He further explains that most students have unwillingness to study but through games, they will eagerly participate to the learning and it is more effective than forcing them to do the tasks unwillingly. Games can be very useful to make the class lively yet still learn. Everyone must have competitiveness inside of them and games will encourage them to perform their skill so that they will be desired to learn.³⁵

At this study I choose language game type as the method of teaching vocabulary. Language games are not different. Language games are conducted to make the class more fun and competitive. Games must have clear rules that the all students agree and understand. This will make the class settled and the aims of the lesson achieved.

Types of language games:

- Movement game is gross motor activity which means movement of the entire body or large parts of the body. Example, include creeping, crawling, rolling, running, jumping, and dancing.
- Card games is any game using playing cards as the primary device with which the game is played, be they traditional or game-specific. Countless card games exist, including families or related games (such as poker).
- Board games is a tabletop game that involves counters or pieces moved or placed on a pre-marked surface or “board”, according to a set of rules.

³⁵ Jill, Hadfield, *Intermediate Grammar Games*, (England: Genevieve Talon, 2003), p.46

- Disc games are games played with discs, often called by the trademarked name Frisbees. Ultimate and Disc golf are sports with substantial international followings.
- Drawing games are fun to play. A person uses all his imaginations, innovation and creativity to draw a master-piece that eventually reflects his set of thoughts.
- Guessing games is a swift conclusion drawn from data directly at hand, and held as probable or tentative, while the person making the guess (the guesser) admittedly lacks material for a greater degree of certainty.
- Kim's game is a game develops a person's capacity to observe and remember details.
- Role-play game is a game in which players assume the roles of characters in a fictional setting.
- Singing games is an activity based on a particular verse or rhyme, usually associated with a set of actions and movements.
- Word games are spoken or board games often designed to test ability with language or to explore its properties.

Advantages of Language Games:

1. Affective Domain:

- Lowers affective filters.
- Encourages creative and spontaneous use of language.
- Promotes communicative competence.
- Motivates.
- Fun.

2. Cognitive Domain:

- Reinforces.
- Reviews and extends.
- Focuses on grammar communicatively.

3. Class Dynamics:

- Student centered.
- Teacher acts only as facilitator.
- Builds class cohesion
- Fosters whole class participation.
- Promotes healthy competition.

4. Adaptability:

- Easily adjusted for age, level and interests.
- Utilizes all four skills- Listening, Speaking, Reading and Writing.
- Requires minimum preparation after development.³⁶

The Advantages of Using Games to Teach Vocabulary

Teaching and learning vocabulary through games is one effective and interesting way that can be applied in any classrooms. Gredler defined games as any contest among adversaries (players) operating under constraints (rules) for an objective (winning)". Games provide quite extensive language practice opportunities for both general and specific language skills and so they will be considered as an integral part of a teaching program. Games are an important and powerful educational tool.

³⁶ Matima Sachdeva, *Language Game: A Diversion From Regural Classroom*, (Research Journal of English Language and Literature, 2016), p.172

As far as learning vocabulary is concerned, Nguyen & Khuat point out games help learners to learn and retain new words more easily. They also mentioned that vocabulary games enable learners to use English in a meaningful communicative context. It is understandable when one considers that games require physical participation of the learners and they no longer confine themselves to sitting on desks in rows. Games act as a powerful force to motivate learners and draw out the quiet or unsure learners.

According to Gertrude, games have proven to have advantages and effectiveness in learning vocabulary in various ways:³⁷

- a. Games bring in relaxation and fun for students, thus help them learn and retain new words more easily.
- b. Games usually involve friendly competition and they keep learners interested.
- c. Vocabulary games bring real world context into the classroom and enhance students' use of English in a flexible, communicative way. Games are highly motivating and they give students more opportunity to express their opinions and feelings.
- d. Games add diversion to the regular classroom activities, but they are also used to introduce new ideas.

³⁷ Gertrude Nye Dorry, *Games for Second Language Learning*, (New York: Mc. Braw-Hill, Inc, 2001), p.56

According to Both, he said that games can help vocabulary building. Through games, the students' vocabulary can be added and built." According to Phun as cited by Dorry mentions that vocabulary games, there are sense of excitement about words, sense of wonder and feeling of pleasure. As a result, the students are eager to learn the words because they need them. So, vocabulary games attract the students to learn and to feel excited in learning words.

As mentioned above, we can also conclude that games are very effective in boosting students' motivation to learn. Games are effective as they make students participate on the playing that of course has been designed to learn beforehand. As students will gain more knowledge when they enjoy the learning, games also guarantee that the students will be more successful to learn while they are having games rather than listening to teacher's explanation unwillingly.

B. Importance of Game

Language learning is a hard task which can sometimes be frustrating. Constant effort is required to understand, produce, and manipulate the target language. Games have proven to have advantages and effectiveness in learning vocabulary in various ways:

- Games bring in relaxation and fun for students, thus help them learn and retain new words more easily.
- Games usually involve friendly competition and they keep learners interested.
- Vocabulary games bring real world context into the classroom and enhance students' use of English in a flexible, communicative way.

- Games are highly motivating and they give students more opportunity to express their opinions and feelings.
- Games add diversion to the regular classroom activities," break the ice", but they are also used to introduce new ideas.³⁸

C. Classifications of Games

Hadfield distinguished games into two kinds: competitive games, in which players or teams race to the first to reach the goal, and co-operative games, in which players or teams work together towards common goal. He further distinguishes the techniques to use games in language learning:

- information gap
- guessing
- search
- matching
- exchanging
- collecting
- combining
- arranging
- card games
- board games
- problems and puzzles
- role play

³⁸ Dr. Amaal, Al Masri and Mrs. Majeda Al Najar, *The Effect of Using Word Game on Primary Stage Students Achievement in English Language Vocabulary in Jordan*, (American International Journal of Contemporary Research, 2014), p.145

- kim's game
- simulation techniques³⁹

Observe and remember games is a game that comes from Kim's (keep in mind) game. Observe and remember game is one of the techniques in learning language with games. I decided to choose the game as it is rarely used than the rest of the games yet it is suitable for developing students' skills.

D. Observe and Remember

1. The Nature and Importance of *Observe and Remember games*

Observe and remember games is a game that comes from Kim's (keep in mind) strategy. This game is good way to test ability of the student in observing and recall their moment learn especially regarding English vocabulary.

Kim's Game is a game or exercise played by Boy Scouts, Girl Scouts and Girl Guides, and other children's groups. The game develops a person's capacity to observe and remember details. So, Kim (keep in mind) games also called as *observe and remember games*. Here, I want to use this games in improving vocabulary. In my opinion, this game so interesting.

According to Beck, McKeown and Kucan in Dixon (2002) Kim (keep in mind) vocabulary strategy is the strategy that encourages students to expand their understanding of key vocabulary terms.⁴⁰

Kim is the story of a boy written by Rudyard Kipling about 100 years ago. The boy's full name was Kimball O'Hara– the same as his Irish father. At age

³⁹ Jill, Hadfield, *Op.cit*, p.5

⁴⁰ Inzta Hariadi and Zainuddin Amir, *Teaching English Vocabulary Through K.I.M (Key Word, Information, and Memory Clue) Vocabulary Strategy In Junior High School*, (English Department Faculty of Languages and Arts State University of Padang, 2014), p. 114

three, he was orphaned in India. He then grew up as a poor native boy would. Everyone knew him by his nickname, “Little Friend of the World.” At about age 13, Kim became a Chela (disciple) to a Lama (holy man), and spent a year wandering around India with his master in search of the River of the Arrow.

During their travels, Kim and the Lama met a regiment of soldiers. The regiment’s priest found out that Kim was the son of a soldier, and arranged for him to be sent to a boarding school.

During his first school vacation, Kim again wandered around India. While traveling he stopped to live for a while with a merchant. It’s here that Kim first saw the *Play of the Jewels*, now known to us as *Kim’s (keep in mind) Game*.

Observe and remember games can be method that will give many advantages for teacher and the students either. This method will give many advantages such as:

- Through using observe and remember in playing game, students can learn English the way children learn their mother tongue without being aware they are studying; thus without stress, they can learn a lot.
- Even shy students can participate positively.
- Make your classroom a lively place through the use of attractive wall displays, displays of pupils’ work, etc. language classroom is noisy with the language (English) is good because it will make the classroom more live in English (practice)
- Motivate pupils to want to learn English by using interesting and enjoyable learning activities. E.g., project work, *observe and remember games*, drama. It means learning by playing.

- Create warm and happy atmosphere where teacher and pupil enjoy working together. Teacher arranges good atmosphere in classroom and make the students interested.

2. The Implementation of Using Observe and Remember in Teaching Vocabulary

In doing this strategy a teacher needs to prepare material, instructional media and lesson plan.

a. Material

A teacher needs to give new vocabulary that will be sought by the students. A teacher can provide 10-15 new words in one meeting. Generally, new vocabulary is included in noun vocabulary because it will enable the students to be elated and it gives motivation for the students that English is not difficult subject. According to Thornburry (2002), the students must know about 20,000 words in a year because the students need it to comprehend a text.

b. Instructional Media

Instructional media is media that is used in learning, including teaching aids and learning sources. This media is useful for a teacher as a tool which helps a teacher in teaching and learning process. The media in observe and remember vocabulary strategy is simple. A teacher only put some object and then teacher instructions for the students to take a pencil and paper and began to write down the names of objects that have been observed in English.

c. Lesson Plan

This lesson plan is useful for teacher to make teaching and learning process run well and systematically. In this lesson plan there are standard competence, basic competence, indicator, learning purpose, material, method, activities, and evaluation. After this, a teacher makes a procedure to implement Observe and Remember Vocabulary Games.

d. Implementation of Observe and remember Vocabulary Games

a. Pre – Teaching

In this stage, a teacher starts the meeting in the classroom. Usually, this stage is only about ten minutes. For the first time, a teacher checks the students' and classrooms' readiness, teacher greets the student, checks the student's attendance, and does apperception and motivation in this stage. Apperception means the activity which emphasizes to recall what students have learned in the previous meeting. Otherwise, motivation means students are motivated to follow the upcoming lesson.

After a teacher asks some students. A teacher corrects and concludes students' answers about last lesson. Then, a teacher activates students' background knowledge by asking them some questions about their experiences on vocabulary. The teacher can show some pictures and ask some questions.

b. Whilst Teaching

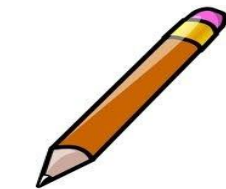
In whilst teaching activity is the main activity in which the lesson introduced, delivered and practiced. This stage is divided into three stages: observing, memorizing, and experimenting.

1) Observing

Teacher gives, introduces, and explains about observe and remember vocabulary strategy, then gives some models to the students

Teacher:

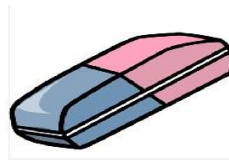
Teacher gives some models of observe and remember vocabulary strategy



a pencil



a pen



a rubber



paper



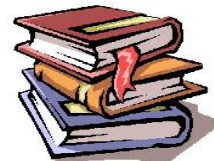
a notebook



a folder



scissors



books



a bin



a clock



a board



a pencil sharpener



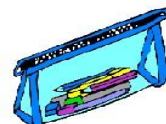
a desk



a chair



a ruler



a pencil case



crayons



glue



a table



an eraser

Teacher collect a wide variety of small objects are easily identified crate pencil, erasers, rulers, pens, books, spoons, buttons, glue or anything that course in accordance with the level of students' language. Put the objects on the table in front of the class. Teacher asks the students to see first and then a teacher explains about how to find meaning word above.

2) Memorizing

Students are asked to come forward and observe these objects are of course with a time limit, say students are limited to observe such objects for 2 minutes, then the student is required to re-sit. Instructions for the students to take a pencil and paper and began to write down the names of objects that have been observed in English. When students returned to sit close objects observed with a cloth or anything that students do not see these objects. Limit the time when students write the objects that have been observed for example for 5 minutes.

After the allotted time to write these objects runs out, students were asked again to move forward to provide the names of the object and its mention one by one. Students most write and mention objects correctly are the winner. Then, a teacher will do the next stage of this activity.

3) Experimenting

As the students finish their job, the teacher and students discuss whether their answers are true or false. The teacher tells the correct answer and students check their friend's answer.

c. Post – Teaching

In the last part of the meeting, a teacher asks students to pronounce vocabulary by correcting their pronunciation and gives reinforcement to the students. After that, a teacher makes a conclusion about the lesson, gives homework and ends the class by praying.⁴¹

3. The Advantages of *Observe and Remember Games* in Teaching Vocabulary

Observe and remember games are very interesting since it requires students' competitiveness. They will not have another choice for becoming silent since they will be afraid of looking not too smart in front of their friends. Teen ages are the era of having really high fighting spirit. The competitive behavioral can be used to drive them to use the nature in a good way.

During the games, the students will learn to make a sentences and remembering vocabulary clearly. By doing this again and again, they will unconsciously learn to write sentences with their vocabularies.

2.3. Conceptual Framework

Vocabulary mastery plays an important role in English learning. It is the basic need to master the language skills such as speaking, reading, listening, and writing. Vocabulary must be mastered in order to learn English successfully. However, there is a fact that the most difficulty the students may face in learning

⁴¹ *Ibid.*,p. 115-117

English is vocabulary mastery. They often have trouble when getting started to learn vocabulary or to memorize vocabularies as much as they can. They may not be able to think of an interesting way or strategy to learn and memorize vocabulary easily. To master vocabulary, the students must have a strong motivation to learn about it. Then they must be interested in every topic and kind of vocabulary that they are learning about and the students must have a good intelligence of their own. On the other hand, the teacher's strategy and method that used in teaching performance are affected students' interest in learning process. To overcome those problems, the teachers are expected to have some strategies which can help them in teaching English, especially in teaching vocabulary. The troubles of topic and specific details can be narrowed by using *Observe and Remember Games* in the learning process.

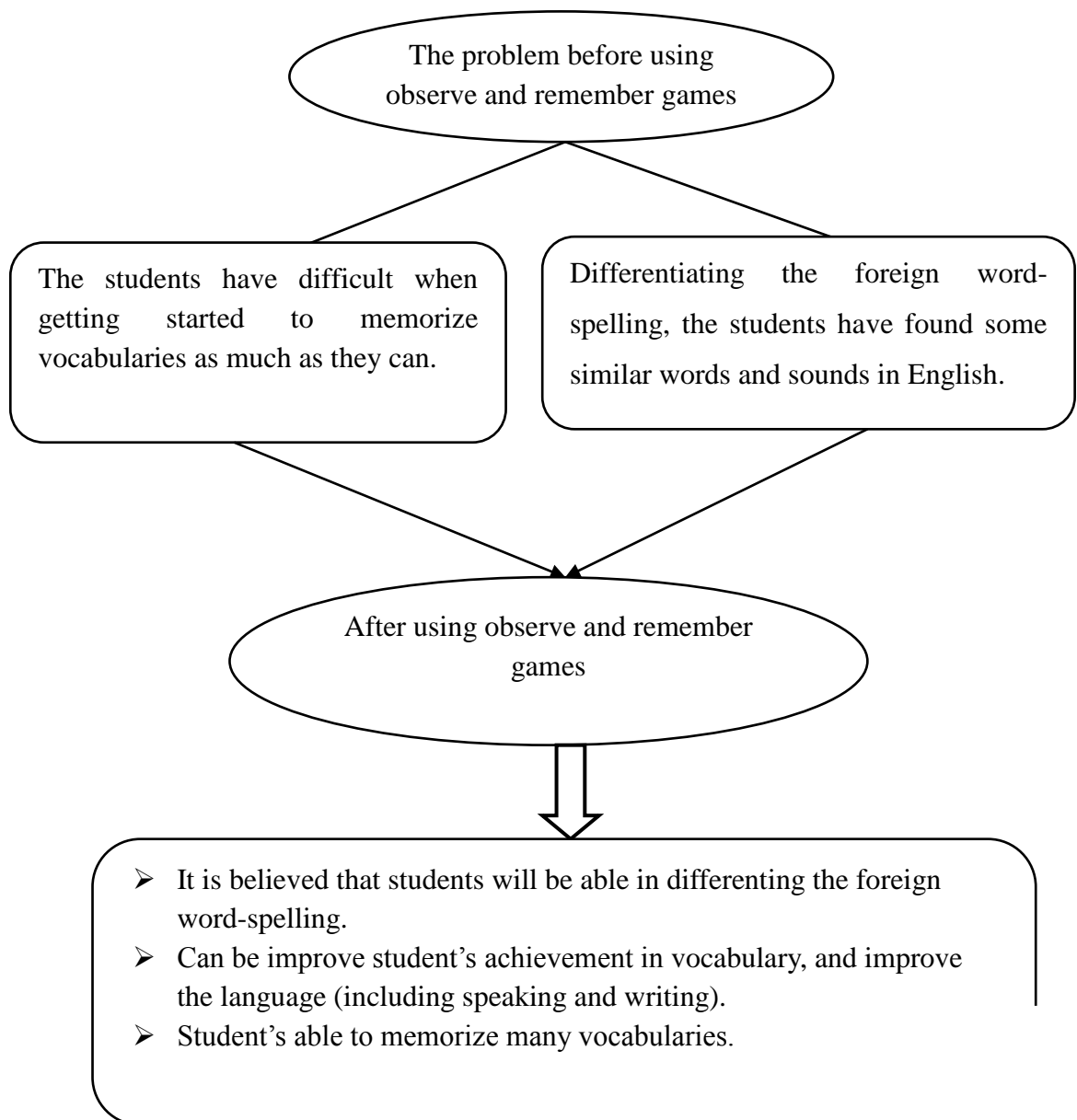
When using *Observe and Remember Games*, students can gain their understanding to memorize many vocabularies because this game can be used to generate ideas and interesting. It means that when students get started in their learning process, they can get many new vocabularies specifically and enjoyably by using *Observe and Remember Games*.

This game also called as Kim's (keep in mind) game, its principle uses the way how most people have traditionally acquired languages in early stages. It means that it is a must to use the target language in presenting the new vocabulary and in communication, and the teacher must use the pictures, gestures or by using the target language that is familiar to the students in explaining the new words.

By using this game, the teacher does not have to translate every single

unfamiliar word. The teacher only needs to explain the material first, then when there are unfamiliar with words in the material, the teacher can pronounce it directly or using picture to demonstrate what does the word mean. Through this game, the students will be more active in developing vocabulary, because they will not depend on their teacher.

The table of conceptual framework



CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the method of study, the subject of study, the time and place of study, the writer's role in study, the research procedure, the classroom action research (CAR) procedures, the technique of collecting data and the technique of data analysis.

3.1. The Method of Study

My research method belongs to CAR because my title is to know the students improvement in mastering vocabulary by using *observe and remember games*.

Classroom Action Research (CAR) is a process in which teachers investigate teaching and learning to improve students' learning problem.

Action research is a quite often, the method of enquiry employed by undergraduate and postgraduate students in higher education who are studying for accredited courses. That means that to begin the Classroom Action Research (CAR), the research or the teacher needs to find an alternative way for improving students' understanding. That means that to begin the Classroom Action Research (CAR), the research or the teacher needs to find an alternative way for improving students' understanding. Action research as an enquiry, undertaken with rigour and understanding so as to constantly refine practice; the emerging evidence-based outcomes will then contribute to the researching practitioner's continuing professional development. Action research tries to take an action and effect positive educational change in the specific school environment that was studied.

3.2. The Subject of Study

The subject of this study is the students at grade VII MTs Islamiyah Medan in academic year 2016/2017. I selected the grade VII-3 which consists of twenty two (22) students. It was chosen based on the pre-research that I did before, the students at grade VII-3 had the lowest skill in English especially in vocabulary. This research had been carried out for 3 months started from January to March 2017. The English teacher taught 3 classes altogether. I taught the other 3 classes: VII-1, VII-2, VII-3. That was why they need an appropriate strategy to help them improve their English skills.

3.3. The Time and Place of Study

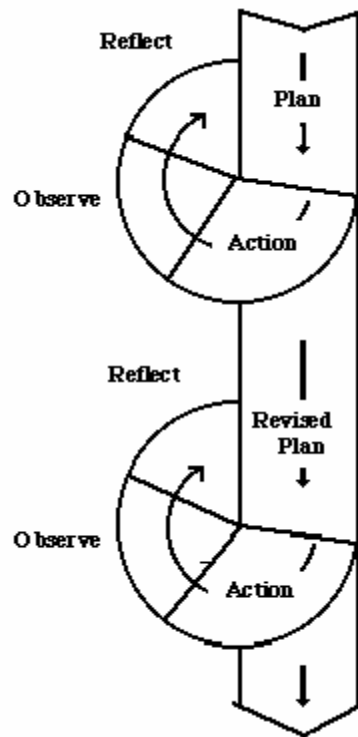
This research was carried out for 3 (three) months started from January to March 2017. The place was at grade VII-3 class of MTs Islamiyah Suluh Street Medan in academic year 2016/2017.

3.4. The Writer's Role in Study

In this role, I was not only as the observers while the action but he also prepared a lesson plan and the assessment or test before Classroom Action Research (CAR) pre-test and after Classroom Action Research (CAR) post-test In each final cycle. Besides, I also collected and analyzed data then reports the result of study. On the other side, the English teacher is as the observer when I was the teacher and he will be the teacher when I as the observer.

3.5. The Research Procedure

The Classroom Action Research (CAR) procedure used in this research was Hopkin's design. It consists of two cycles in which each cycle contains four phases; planning, acting, observing, and reflecting.⁴²



Based on the Hopkin action research design above, I would like to describe further concerning the implementation of Classroom Action research (CAR) in the cycle one and cycle two as following:

1. Pre-Research which includes the following activities:

- a. Preparing the research instrument
- b. Interviewing the teacher to know the subject of the research condition.
- c. Giving a pre-test to the students

⁴² Franco Vaccarino, *Action Research Reflections: The Wanganui Adult Literacy and Employment*, (New Zealand: Massey University, 2007), p.6

d. Giving pre-questionnaire to the students

2. Cycle I

a. Planning, which includes the following activities:

- 1) Curriculum study, programming and planning of learning which involves the application of the meetings
- 2) Preparing material tools
- 3) Preparing lesson plan
- 4) Preparing evaluation tools

b. Acting, which includes the following activities:

- 1) Doing learning *Vocabulary* through *Observe and Remember Games (Kim's strategy)* with implementation plan learning
- 2) Giving post-test cycle 1 to the students

c. Observing, which includes the following activities:

- 1) Observing the students activities during learning activities
- 2) Rewriting the events that appear on the students during learning activities
- 3) Observation data collected during the execution of learning activities

d. Reflecting, which includes the following activities:

- 1) Analyzing data from the implementing of action
- 2) Evaluating the implementation of measures that have been done on the cycle I
- 3) Planning the actions for the second cycle

3. Cycle II

a. Planning, which includes the following activities:

- 1) Planning the learning implementation consisting of one meeting
- 2) Making the material *Vocabulary* instrument
- 3) Preparing the research instrument
- 4) Preparing the evaluation tools

b. Acting, which includes the following activities:

- 1) Implementing learning activity of *Vocabulary* through *Observe and Remember Games*.
- 2) Giving the post-questionnaire
- 3) Giving post-test cycle 2 to the students

c. Observing, which includes the following activities:

- 1) Observing the students activities during learning activities
- 2) Rewriting the events that appear on the students during learning activities
- 3) Observation data collected during the execution of learning activities

d. Reflecting, which includes the following activities:

- 1) Analyzing data from the implementation of action
- 2) Evaluating the implementation of measures that have been done on the cycle 2

3.6. The Classroom Action Research (CAR) Procedure

The Classroom Action Research using Hopkin design consists of four phases within one cycle. Those are planning, acting, observing, and reflecting. After accomplishing the first cycle, it will be probably found a new problem or the previous unfinished problems yet. Therefore, it was necessary to continue to the second cycle in line with the same concept of the first cycle.

To make clear what happens in every phase. Here are the explanations:

1. Planning Phase

Planning involves thinking about what I want to improve, how he goes about it, and how he evaluates what he has done. In the following sections, the process of planning an action research study was organized into four steps. The first step involves formulating an initial research question by reflecting on puzzling student behaviors, pressing problems, or needs identified by his school district. The second step was search for a new teaching strategy through his observation of students, his dialog with other teachers, and his professional development activities. The third step requires a search of the educational literature for the purpose of further exploring new strategies and finding research evidence that supports their use in the classroom. Forth and finally he needs to consider what method of data collection he will need to evaluate the effectiveness of his teaching strategies.

In this phase, I also explains about *what, why, when, where, by whom, and how* the research was done. In the preparation stage of this research, I determine the point or centre of events that need special attention to be observed, and then make an instrument analysis to help him recording the facts that occurred during these procedures.

2. Acting Phase

In this phase, I and the teacher collaborate to carry out the planned action. The teacher used the determined strategy as he was teaching and I observe the class condition during teaching learning activity. Here, it begins the process of going more deeply into the issue being researched. Related to the condition of limited teaching learning period, that was I and the teacher take the action phase during two weeks within two cycles in which each cycle consists of two meetings in action.

3. Observing Phase

This phase was done by the observer. Both observing and acting was took place in the same time. The second step (action) was given to provide opportunity to the teacher who was also stated as observer. When the teacher implements the action, he did not have the time to analyze the event while it was happening. Therefore when observing, the observer should notice and note all of activities in the physical classroom. It may be about the teacher's performance, class situation, students' response, etc. In this phase, it also collects the data derived from evaluation or post-test.

4. Reflecting Phase

This phase was aimed to restate what has been done. This activity was very appropriately when the teacher completed the action based upon data that have been collected, and then it was necessary to hold evaluation for completing the next cycle. This phase was carried out collaboratively, that was to discuss further some problems occurred in the class. Thus, the reflection was able to be determined after implementing the action and observation outcomes. If there still

might have found some problems, so it needs to move to the next cycle concerning re-planning, re-acting, and re-observing. Therefore, the unfinished problems yet could be solved.

3.7. Technique of Collecting Data

In collecting data, Classroom Action Research (CAR) uses qualitative data (experience-based) and quantitative data (number-based). The qualitative data consists of observation within the physical activity in the classroom, interview to be presented for the teacher and documentation during teaching learning process. On the other side, the quantitative data uses pre-test and post-test. The completely explanation is as follows:

1. Observation

Here, I as a semi participant because, I involved with subject of research. Firstly, I used the unstructured or opened observation to know the occurrences within learning process. It may be about the teachers performance during Classroom Action Research (CAR), class situation as vocabulary activity, and students' response concerning the use of *observe and remember* game. In general, all of the needed aspects that should be noticed are to make sure whether the teaching learning processes were in line with the lesson plan or not.

2. Interview

Before implementing Classroom Action Research, I asked the teacher to know students' difficulties in learning *vocabulary*, and the method or kinds of strategies usually used by the teacher in teaching vocabulary. The interview carried out after accomplishing Classroom Action Research (CAR) to know the teacher's response toward the idea of *Observe and Remember games*.

3. Test

The test used in this study was pre-test and post-test. The pre-test was done before implementing *Observe and Remember Games*. It was to measure students' understanding in learning *vocabulary* at first.

Meanwhile, the post-test was implemented after using *Observe and Remember games*. In this study, the test was done in form of multiple choices. The test was held on every second action of each cycle. In addition, for the need of the research, I had done the validity of the pre-test and post-test before and after CAR by using test validity.

4. Questionnaire

The questionnaire used after and before CAR. It was to know students' response as a subject of study concerning the action. Furthermore, I used *yes/ no* design in making a questionnaire.

3.8. Technique of Data Analysis

In this research, there are two kinds of data which will be collected as follow:

1. Qualitative data is data about the information which give a description of students' expression about comprehension level toward the subject (cognitive), students' responds toward the new method (affective), and

students activity toward learning a subject, their attention, their enthusiastic in learning, their response; their motivation of learning can be analyzed qualitatively. I use descriptive analysis to analyze this qualitative data, which consists of the observation of students activities and teacher's performance during the teaching learning process, the field notes, also the interview before and after Classroom Action Research (CAR).

2. Quantitative data comprises of students' score of learning outcome. This research can be considered success when students have mastery vocabulary. The increasing of their achievement can be shown with increasing score which is gotten by students from pre-test score to post-test score. I used three techniques in analyzing the numerical data as follows:

- a. I seek the average of students vocabulary score within pre-action and post-action of every cycle by using the formula:⁴³

$$\bar{x} = \frac{\sum x}{n}$$

\bar{x} = mean

x = individual score

n = number of students

- b. I seek the class percentage which pass the MCA score (75) by using the formula:⁴⁴

⁴³ Sudjana, *Metoda Statistik*, (Bandung: PT. Tarsito, 2002).p. 67

$$P = \frac{F}{N} \times 100$$

P = the class percentage

F = total percentage score

N = number of students

- c. To know whether any improvement or not in students' score, I analyze their score from pre-test to post-test score in cycle 1 and cycle 2 by using the formula:⁴⁵

$$P = \frac{y1-y}{y} \times 100$$

P = percentage of students' improvement

y = pre-test result

y1 = post test 1

$$P = \frac{y2-y}{y} \times 100$$

P = percentage of students' improvement

y = pre-test result

y2 = post test 2

3.9. Hypothesis

Hypothesis of this research is:

⁴⁴ Anas, Sudijono, *Pengantar Statistis Pendidikan*, (Jakarta: PT. Raja Grafindo Persada, 2008), p.43

⁴⁵ David E. Meltzer, *The Relationship Between Mathematics Preparation and Conceptual Learning Gains in Physics: A Possible Hidden Variable in Diagnostic Pre-test Score*, (Iowa: Department of Physics and Astronomy, 2008), p.3

- The *observe and remember games* can improve students' achievement in mastery vocabulary at the first grade students of MTs Islamiyah Medan.
- There is not improving in students' ability at memorizing vocabulary by using *observe and remember games* at the first grade students of MTs Islamiyah Medan.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the research finding and discussion based on the analysis of data collected from the implementation of *observe and remember games* to improve students' achievement on *vocabulary* in two cycles. The research findings are described in three parts: data description, data analyzing and data interpretation.

4.1. Data Description

4.1.1. Before Implementing the Action

A. The Result of Pre Interview

Pre interview was held on Monday, January 30th 2017. Here, I asked some question to the teacher related to the teaching learning *vocabulary*. The questions were divided into three categories. Those were general condition in English class primarily on students' performance and students' achievement, the difficulties faced by students in understanding vocabulary, and the strategies used by the teacher to solve the students' difficulties in understanding *vocabulary*.

First category discussed about the general condition in English class primarily on students' vocabulary achievement of the test and students' activities. The teacher said that most of students who did not like English class; they gained low competence in English. Besides, they still faced obstacle in following the English lesson. They thought English as a complicated then considered that grammar as the most difficult one in learning English primarily on VII-3 class which derived the lowest score of grammar test among the other second grade

classes. Moreover, the teacher stated that most of them were hardly to pass the Minimum Criteria of Accomplishment (75).

The second category discussed about the students' difficulties in understanding *vocabulary*. It was related to the students' difficulties in memorizing some *vocabulary*. The teacher said students usually forgot about the usage of their *vocabulary*.

The third category was related to the strategy used by the teacher to solve students' difficulties in understanding *vocabulary*. The teacher said he usually gave a brief explanation and focused on students' who really have difficulties in understanding *vocabulary*. He also gave some exercises from the students' hand book, it is English text book, and some time he took the material from internet.⁴⁶ Unfortunately, it did not really solve the problem. Then, I suggested using *Observe and Remember Games* to solve the problem. Besides, through *Observe and Remember Games*, hopefully students are able to understand *vocabulary* easily. Finally, the teacher and I agreed to use *Observe and Remember Games* in teaching *vocabulary*.

B. The Result of Pre Observation

The aim of pre observation is to know the teaching learning process directly before implementing the Classroom Action Research (CAR). The result pre observation was conducted to know the process of teaching and learning *vocabulary* before implementing *observe and remember games*. It was conducted

⁴⁶ Interview with the English teacher, at Wednesday, February 22nd 2017.

at the seventh grade of MTs Islamiyah Medan. The class consists of twenty two (22) students.

In the class, the teacher used teacher-centered during the activity because the teacher actually dominated the classroom activity then it made the student passive in the class and less motivation to learn *vocabulary*. Generally, the teacher wrote the material *vocabulary* then the students wrote after his. Afterward, if they did not know about the material, the student could ask to the teacher. This activity made the students bored in English class because the teacher center method of teaching learning activity.

In addition, when the teacher taught *vocabulary*, he asked the students about some *vocabulary* in the last meeting, after that he asked them to make sentence. The teacher just gave less explanation about *vocabulary*. So, when the teacher asked the students to do the exercise about the *vocabulary* to make a sentence, they cannot do it. Consequently, the students had less motivation in learning English especially in learning *vocabulary*.

C. The Result of Pre Questionnaire

I delivered the questionnaire to the students in two sessions; before implementation of the action and after the implementation the action. The pre questionnaire was delivered on Monday February 27th 2017. The questionnaire consists of seven (7) statements the questionnaire covers three categories; the students' response in learning English (question number 1- 3), the second category was the students' understanding on *vocabulary* (question number 4- 5), and students' activity in teaching learning process (question number 6-7).



Figure 4.1. The students was done the pre questionnaire

The detail percentage of the students' response before the implementing of *observe and remember games* is presented into a table as following:

Table 4.1. The Result of Pre Questionnaire

| No | Students' Answer | The Result of Students' Answer | | | |
|----|---|--------------------------------|-----|----|-----|
| | | Yes | % | No | % |
| 1. | Students feel satisfied with their English score. | 11 | 50% | 11 | 50% |
| 2. | English is an important lesson. | 21 | 95% | 1 | 5% |
| 3. | Sometime students feel bored when learning English. | 15 | 68% | 7 | 32% |
| 4. | Students always actively participated in English teaching in material <i>vocabulary</i> . | 10 | 45% | 12 | 55% |
| 5. | Students understand <i>vocabulary</i> easily. | 7 | 32% | 15 | 68% |

| | | | | | |
|----|---|---|-----|----|-----|
| 6. | Students could memorizing their <i>vocabulary</i> . | 7 | 32% | 15 | 68% |
| 7. | Students know the use on <i>vocabulary</i> in their daily life. | 7 | 32% | 15 | 68% |

To find out students' response and experience about the ideas of learning *vocabulary* before implementing the action, I used the following formula:

$$P = \frac{F}{N} \times 100$$

P = the class percentage

F = total percentage score

N = number of students

Based on the result of the pre questionnaire above, here I would like to give the explanation. Generally, from the table above it could be seen that some of students have a difficulty in learning *vocabulary*. It showed that 15 students (68%) felt bored in learning English especially *vocabulary* and only 7 students (32%) understand well about *vocabulary* and can memorizing all of the *vocabulary* that have taught in the score.

D. The Result of Pre-test

The pre-test was conducted on Monday, February 27th 2017. In pre-test, the students assigned to answer the question based on multiple choices. The test consisted of 16 questions in multiple choice and the students have done for 30 minute.



Figure 4.2. The students was done the pre-test

Based on the result of the pre-test, the data showed that mean score of pre-test was 49. There were no one students passed the Minimum Criteria of Accomplishment (MCA). The lowest achievement gained score 42. From that analyzing, it could be seen that almost of VII-3 class students' vocabulary was still very low.

4.1.2. Finding of Cycle I

A. Planning

In this phase, I Sand the teacher made planning for the action based upon the problem faced by students toward English skill. In this case, I determined selected material and exercise to students. Moreover, I choose *descriptive text* as the material. In lesson plan, I prepared some word of noun. Besides that, I also

prepared the research instruments, such as the question of post-test 1, and observation sheet of learning.

B. Acting

The action of the cycle 1 was done on March 1st 2017. After making lesson plan, I as the teacher implemented the teaching learning process based on it. Next the teacher started to teach the material that will be learned by students, he began to ask students to write. Next, the teacher explained about characteristic of *descriptive text* included the schematic structures. After explaining, the teacher gave them some questions based on the material.

Some of those activities above can be seen in the following pictures:



Figure 4.3. I explained the material



Figure 4.4. The students sat in a group and I gave the task to each group



Figure 4.5. I explained the steps of observe and remember games in cycle 1



Figure 4.6. The students was done post-test 1

C. Observing

In this phase, the real teacher as the observer had a duty to monitor all activities in the classroom. He found many problems in that classroom like the students' active or passive during teaching and learning process, the student's didn't hear teacher's explanation carefully, the teacher explained too fast, so student didn't understand about the material.

Furthermore, the observer found some students who actively in answering the teacher's question correctly related to the generic structure of *descriptive text*. After teaching and learning process finished, in this observing phase was also carried out the post-test 1 exactly on the second action of the first cycle to measure how well the student's vocabulary of *descriptive text* that had been studied. Based on the result of the post-test 1, the data showed that mean score of post-test was 67.13. There were 11 students who passed the Minimum Criteria of Accomplishment (MCA) is 75. Meanwhile, 11 students did not pass that criterion.

D. Reflecting

In teaching and learning activities, I and the teacher concluded about implementing the action. The result of pre-test cycle I data showed 50% of the students could pass MCA. Based on the result of the first cycle, I and the teacher felt satisfied enough because Implementation of teaching and learning activities in the cycle I was still no shortage. They were able to improve students' achievement of vocabulary, although not 70% of students passed the MCA.

After reflecting the teaching learning process of cycle 1, I and the teacher decided to conduct the next cycle. The teacher and I must have more effort in *observe and remember games*.

4.1.3. Finding of Cycle II

A. Planning

As in the previous cycle, in this phase I modified the lesson planning based on the result of reflecting phase in the cycle 1. I was used still *observe and remember games* in learning vocabulary schematic structure of *descriptive text*. In this planning, I focused in give re-explaining and some exercise about *vocabulary* schematic structure of *descriptive text*. Besides, I also prepared unstructured observation sheet to make note the classroom activity during teaching and learning process in acting of cycle II and he also prepared post-test 2.

B. Acting

The implementation of learning activities for cycle II was held on March 6th 2017. After reviewing the previous lesson, the teacher got student to read the text and look up the picture and gave them some minute to memorizing some vocabularies and to look up the unfamiliar words of the text by using their dictionary. And then, the students determined the schematic structures and repeat some vocabularies by themselves.



Figure 4.7. The students choose some pictures



Figure 4.8. The students memorize some vocabularies



Figure 4.9. The students done the task by used observe and remember games that guided by me

Afterwards, the teacher suggest to the student to memorize some vocabulary. Then, the students were divided into three groups and asked to make a

racing line based on their groups. The first student from each group run into the board to express their vocabulary and continued by the next students. The game began and the fastest group is the winner. After that, to make sure that the students not only memorizing vocabulary but also can use them in sentence, the teacher asked the students to make sentence by using their *vocabulary* on the board. After that, the teacher gave the winner presents. Next teacher concluded about the material and activity in this meeting.



Figure 4.10. The students was one the post-test 2

C. Observing

In this phase, the observer noticed the students' improvement than that of the previous cycle in the classroom, the students were more active, they were not reluctant to ask about material which they thought unclear, they like to do exercise cooperatively, and they had more attention to the teacher's explanation. In the second action of cycle 2, the teacher held on post-test cycle 2 regarding the students understanding on *vocabulary*. Based on the result of the post-test cycle 2, the mean score of the class in test was 85,59. In addition, there were 18 students who passed the Minimum Criteria of Accomplishment (MCA), that is 75.

D. Reflecting

In this phase, I and the teacher have evaluated the acting in cycle two. They have concluded that the students got more understanding about the material especially in vocabulary than that in the acting phase of cycle one. Then, the students also answered the question about those materials. Besides, I and the teacher have satisfied of students' understanding on *vocabulary* through *Observe and Remember Games* improve. It indicated that the mean score in post-test cycle 2 was better than post-test 1.

The teacher and I assumed that the implementing of Classroom Action Research in improving students' understanding on *vocabulary* through *Observe and Remember Games* was appropriate with the teacher's and I planning that had been discussed previously. In this case, the action could be conducted well.

4.1.4. Discussion of The Data after Classroom Action Research (CAR)

After implementing the action research, I gained four data; those were the result and post interview, post observation, post questionnaire and post-test. In this case, I gave report concerning the data analyzing according to post interview, observation, questionnaire and the result of post-test.

A. The Result of Post Interview

After implementing the *Observe and Remember Games* in *vocabulary*, I held the post interview with English teacher in the seventh grade of MTs Islamiyah Medan. The post interview was conducted to know the teacher' responses related to the use of *Observe and Remember Games* in improving students' mastering on *vocabulary*. Here, I asked 6 questions related to the use of

Observe and Remember Games in improving students' mastering on *vocabulary*. The six questions were divided into three general categories. Those were the general condition of the classroom after CAR, the difficulties of using *observe and remember games* during CAR, and the strategy had been used to solve the problems.

In this interview, the English teacher concluded that *Observe and Remember Games* is one of good methods to use in this era. The improvement of students' mastering on *vocabulary* could prove from by the improvement of students' score. The result of pre-test, post-test cycle 1 and post-test cycle 2 showed a significant improvement. Based on the explanation above, I concluded that the Classroom Action Research had been done successfully.

B. The Result of Post Observation

I have taken the observation result after the implementation of the Classroom Action Research. This result of post observation was to support the implementation of Classroom Action Research. From the post observation, the teacher and the observer had known whether the *Observe and Remember Games* in *vocabulary* was successful or not. In this case, I and the observer collaboratively discussed how far this method can improve the students' achievement in *vocabulary*. From the data observation in implementation of CAR showed that the student can improve their ability in writing by using their *vocabulary*.

C. The Result of Post Questionnaire

The post-questionnaire was conducted to know about the students' response after learning *vocabulary* through *observe and remember games*. The following was the description of the result of post questionnaire:

Table 4.2. The Result of Post Questionnaire

| No | Students' Answer | The Result of Students' Answer | | | |
|----|---|--------------------------------|-----|----|-----|
| | | Yes | % | No | % |
| 1. | Students like the material <i>vocabulary</i> . | 15 | 69% | 7 | 32% |
| 2. | The students felt teaching learning process <i>vocabulary</i> material was easier to understand. | 13 | 59% | 9 | 41% |
| 3. | The students felt to experience of better improvement in making sentence by using their vocabularies. | 9 | 41% | 13 | 59% |
| 4. | The students ability in making descriptive sentences with their vocabulary easily after the implementation of <i>observe and remember games</i> . | 4 | 18% | 18 | 82% |
| 5. | <i>Observe and remember games</i> made students more active and creative in learning English. | 20 | 91% | 2 | 9% |
| 6. | The Students prefer of <i>observe and</i> | 13 | 59% | 9 | 41% |

| | | | | | |
|----|---|----|-----|----|-----|
| | <i>remember games</i> than the teaching method before the implementation of <i>observe and remember games</i> . | | | | |
| 7. | The strategy could help the students to implement the material in their daily life. | 12 | 55% | 10 | 45% |

Based on preceding the result of post questionnaire, I concluded that there was improvement since most the students really responded positively and research has already met the criterion of action research. It showed that 13 students (59%) the strategy was suitable with the students' expatiation, 20 students (91%) shows that the students' more active and creative in learning English, 12 students (55%) shows the Students prefer of *Observe and Remember* games than the teaching method before the implementation of *Observe and Remember* games.

D. The result of Pre-test, Post-test 1 and Post-test 2

For the need of the research, I have done the trustworthiness of the test by using discriminating power and difficulty item for pre-test, post-test 1, and post-test 2. To identify whether the test was used or not in the real pre-test, post-test 1 and post-test 2. Here, I used quantitative description technique to analyze the data. Furthermore, the following table illustrates the data on students' achievement' scores of pre-test, post test I, and post test II.

Table 4.3. The Result of Pre-test, Post-test 1 and Post-test 2

| No | Students' Name | Pre-test | Post Test Cycle 1 | Post Test Cycle 2 |
|-----|--------------------------------|----------|----------------------|----------------------|
| 1. | Alif Syah, HK | 42 | 42 | 91* |
| 2. | Desy Hefa Nurwanda Salamoni | 49 | 63 | 77 |
| 3. | F.Rill Salsabila | 56 | 77* | 84* |
| 4. | Ismailiyah Putri | 49 | 56 | 98* |
| 5. | M. Daffi Azidan | 49 | 49 | 63 |
| 6. | M.Hengky Tahir Hutasuhut | 49 | 42 | 63 |
| 7. | M.Syafii | 42 | 63 | 91* |
| 8. | Marisa | 49 | 77* | 98* |
| 9. | Melisa | 49 | 77* | 98* |
| 10. | Nazwa Asfia | 56 | 77* | 84* |
| 11. | Naiya Zohola | 42 | 56 | 63 |
| 12. | Nur Husna Afida | 42 | 84* | 98* |
| 13. | Rizka Vista | 49 | 84* | 98* |
| 14. | Rangga Hasibuan | 56 | 77* | 84* |
| 15. | Raihan Mahmud Hutasuhut | 42 | 63 | 84* |
| 16. | Rizky Fadhillah Assad | 49 | 77* | 91* |
| 17. | Siti Khotimah | 56 | 77* | 84* |
| 18. | Syafikah Annisa | 42 | 56 | 56 |

| | | | | |
|------------------------------------|------------------------|------|------------|------------|
| 19. | Wahyu Ramadhan R | 49 | 63 | 98* |
| 20. | Adinda Putri Aisyah | 56 | 77 | 98* |
| 21. | Saibatul Hasanah Lubis | 49 | 63 | 84* |
| 22. | Heri Pradana | 56 | 77* | 98* |
| Mean: $\bar{x} = \frac{\sum x}{n}$ | | 1078 | 1477 | 1883 |

*: The students who passed MCA (75)

To know the students' improvement score from pre-test to post-test 1 in each cycle, I used some steps. The steps are calculating the students' mean score of the test, calculating the class percentage, and calculating the students' improvement score from pre-test to post-test 1 and II into percentage.

To analyze the data of pre test, the first step is to get the mean score of the class. The following is the calculation:

$$\bar{x} = \frac{\sum x}{n}$$

$$\bar{x} = \frac{1078}{22}$$

$$\bar{x} = 49$$

From the calculation above, it was known that the mean score of the class in pre-test is 49. In the other words, the students' achievement score of *vocabulary material* before implementing Classroom Action Research (CAR) is 49.

Furthermore, in the cycle I after getting students' score in the post-test 1, I analyzed the data in order to compare the result between pre-test and post-test 1. There are two steps to know the comparing result of pre-test and post-test 1.

Those are calculating the students' improvement into percentage and calculating the class percentage.

The first step was calculating the mean score of post-test 1. That was calculated as follows:

$$\bar{x} = \frac{\sum x}{n}$$

$$\bar{x} = \frac{1477}{22}$$

$$\bar{x} = 67.13$$

The calculation above shows that students' mean score of post-test 1 is 67.13. It shows that there was an improvement from pre-test mean score. That could be seen from the pre-test mean score (49) to the mean score of post-test 1 (67.13).

$$P = \frac{y1-y}{y} \times 100$$

$$P = \frac{67.13-49}{49} \times 100$$

$$P = \frac{18.13}{49} \times 100$$

$$P = 37 \%$$

Based on the result above, the percentage of the students' scores from the pre-test to the post-test 1 is 37%. It means that the score in cycle I is improved about 37% from the pre-test score.

Afterwards, I would like to know the percentage of students who passed the Minimum Criteria of Accomplishment (MCA). It used the calculation as following:

$$P = \frac{F}{N} \times 100$$

$$P = \frac{11}{22} \times 100$$

$$P = 50\%$$

In conclusion, 11 (50 %) the number of students achieving the Minimum Criteria of Accomplishment (MCA) in cycle I increasing from no one students passed the (in the pre-test), in other words, it increase 50 %.

In cycle II, I used the same steps to get the mean score of the class, to get the percentage of the students' improvement score, and to know the class percentage which derived the Minimum Criteria of Accomplishment (MCA).

Firstly, to get the mean score of the class, I used calculation as follows:

$$\bar{x} = \frac{\sum x}{n}$$

$$\bar{x} = \frac{1883}{22}$$

$$\bar{x} = 85.59$$

From that calculation, the mean score of post-test 2 is 85.59. That means that there are some students' improvement score from the mean score of post-test 1 (67.13).

Next, to get the percentage of students' score improvement the following calculation is used:

$$P = \frac{y_2 - y_1}{y_1} \times 100$$

$$P = \frac{85.59 - 49}{49} \times 100$$

$$P = 75\%$$

The class percentage :

$$P = \frac{F}{N} \times 100$$

$$P = \frac{18}{22} \times 100$$

$$P = 81.81\%$$

From that calculation, the class percentage is 81.81%. That means that in the cycle 2 there were 18 students passed the MCA and 4 students were below the MCA.

4.2. The Interpretation and Discussion

From the data of observation, the data gained from unstructured observation showed that there were some improvements of the students' participation in teaching and learning process in each meeting.

In addition, after the students had been taught using *Observe and Remember Games*, they have higher motivation in learning, so they were active during teaching learning process. It is because of *Observe and Remember Games* makes learning *vocabulary* easy and enjoyable.

The result of questionnaire showed that the implementation of this method got the positive responses from the students in their teaching and learning process on *vocabulary*. That was proven by the students' responses to the post questionnaire that there were 69% (15 students) like the teaching learning process, there were 59% (13 students) felt that the teaching learning process was easier than before doing the implementation. Next, it showed that 41% (9 students) felt motivate in teaching learning process. Then, it showed that 91% (20 students) stated that *observe and remember games* was suitable with the material. Next, 59% (13 students) could remember some vocabularies easier than before.

After that, it showed that 18% (4 students) ability in making descriptive sentences with their vocabulary easily after the implementation of *observe and*

remember games and there were 85% (29 students) could help the students to implement the material in their daily life.

The data gained from the pre interview with the English teacher indicated that the students' mastering in *vocabulary* was poor because the students had some difficulties to memorize, and the students' in grammar class was not too active. Consequently, the innovation in teaching grammar is needed. I suggested to implement *observe and remember games* in teaching grammar. After conducting the action, the English teacher gave positive responses toward the action. The English teacher felt satisfied with the improvement made by the students focusing in comprehension and their participation.

The data showed that the students' mean score of post-test 1 in cycle 1 was 67.13. It proves that there are some improvements from the pre-test mean score. It could be seen from the pre-test mean score (49) to the mean score of post-test 1 (67.13). It improves 37%.

Next, the class percentage cycle 2 was 81.81%. That means in the cycle 2 there were 18 students who passed the Minimum Criteria of Accomplishment (MCA) and there were 4 students were below the Minimum Criteria of Accomplishment (MCA). The class percentage of post-test 2 obviously shows some improvements from the previous test.

4.3. Discussion

In this section, I would like to analyze the data from the research. The data will describe the finding of this study. This research aimed to describe how the teaching and learning process by using *observe and remember games* and does

the *observe and remember games* can improve the students' achievement in vocabulary of VII-3 students of MTs Islamiyah Medan.

Observe and remember games is a good way to test students' ability to observe and remember as they learn about English vocabulary. *Observe and remember games* are very interesting since it requires students' competitiveness. They will not have another choice for becoming silent since they will be afraid of looking not too smart in front of their friends. Teen ages are the era of having really high fighting spirit. The competitive behavioral can be used to drive them to use the nature in a good way.

During the games, the students will learn to make a sentences and remembering vocabulary clearly. By doing this again and again, they will unconsciously learn to write sentences with their vocabularies.

In the process of applying the strategy, most of the students participate in the learning process. However, students are common with *observe and remember games*. They are happy when playing this strategy. The application of *observe and remember games* were successful in improving students' achievement in vocabulary of VII-3 grade students of MTs Islamiyah Medan in the academic year 2016/2017. Referred to the research's objectives, the findings showed that the use of *observe and remember games* improved the students' ability in vocabulary.

Based on the result of the test, I found that the mean score in the pre-test was 49, post-test 1 was 67.13 and post-test 2 was 85.59. It showed us that the mean score in the post-test was higher than the mean score in the pre-test. It could be concluded that the students had a progress in learning foreign language.

The result of it was simply satisfying that result could be seen in the table

of data analysis of questionnaire, showed that 13 students (59%) the strategy was suitable with the students' expatiation, 20 students (91%) shows that the students' more active and creative in learning English, 12 students (55%) shows the Students prefer of *Observe and Remember games* than the teaching method before the implementation of *Observe and Remember games*, from the data interpretation above, it was clear that most of the students responded positively to the game used as a strategy to teach them.

The motivation of the students in learning would increase or decrease, it depended on whether or not the teacher was able to control the class. Controlling the class in this case was that the teacher was required to be able to stimulate and create a condition where the students could effectively and comfortably learn target lesson. That was such the way of teaching I had done by using the game called "Observe and Remember", the game was actually help me creating a situation that was not taking the students in to serious that sometimes a joke was used in it, so that the class was livelier and the students would have not got bored. From the activities I have conducted, and then I transferred it in to data about the students' reason toward the learning activities, gained from the questionnaire.

Based on teaching and learning vocabulary by using *observe and remember games* that helps teachers relate subject matter content to real-world situation, and motivates students to make connections between knowledge and its applications to their lives as family members, citizens and workers. So this game is good to be used in teaching and learning vocabulary.

CHAPTER V

CONCLUSION AND SUGGESTION

After finishing the whole steps of this research, I would like to draw some conclusions about the result of this research. Afterwards, related to the conclusion I would give some suggestions.

5.1. Conclusion

Related to the findings of this research, that could be said that this research was successful. It is proven by the test result, that there was 75% improvements of students mean score from pre-test to post-test 1 in the cycle 2. In the pre-test, there were no one students who passed the Minimum Criteria of Accomplishment (MCA). In the post-test 1, there were 11 (50%) students who passed the Minimum Criteria of Accomplishment (MCA) and in Post-test 2 there were 18 students or (81.81%) who passed the Minimum Criteria of Accomplishment (MCA). Based on Teaching and Learning vocabulary by using *observe and remember games* that helps teachers relate subject matter content to real-world situation, and motivates students to make connections between knowledge and its applications to their lives as family members, citizens and workers. So this game is good to be used in teaching and learning vocabulary.

5.2. Suggestion

Based on the result of Study, I would like to give some suggestions for the teacher. The result of this study shows that the uses of *observe and remember games* increase the students' ability at memorizing vocabulary.

The following suggestions are offered:

1. For the English teacher, that is better to use *observe and remember games* in teaching vocabulary to increase their vocabulary and help them to memorize the vocabulary, because by using this strategy the students can be more enjoyable in memorizing the words and hopefully that words will be remembered for a long time.
2. For the students, it is suggested to practice their vocabularies regularly and know the meaning of the words. That will make them easier to understand what their teacher said and about the lesson.

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APPENDIX I

LESSON PLAN

CYCLE 1

| | |
|------------------|---------------------------------|
| School | : MTs Islamiyah Medan |
| Subject | : English |
| Class / Semester | : VII / 2 |
| Main Material | : Descriptive Text |
| Duration | : 2 meetings (4 x 40 minutes) |

A. Standard Competence

Getting the meaning of the spoken and written recount text, short and simple, about activities, events, and phenomenon to interaction in the around environment.

B. Basic Competence

Implementing the structure of the text and language feature to bring about the social function of the recount text by stating and questioning about activities, events, and phenomenon, short and simple, according to the context usage.

C. Indicators

Upon the completion of teaching and learning process, students are able to :

1. Able to identify the content of descriptive text
2. Able to identify the topic and main idea of descriptive text.
3. Able to answer questions and given some questions related to the text (short answer and true/false task)
4. Able to make predictions to find the detail information in a descriptive text.

D. Learning Aims

1. Able to identify the content of descriptive text
2. Students are able to identify the topic and main idea of descriptive text.
3. Students are able to answer questions and given some questions related to the text (short answer and true/false task)
4. Students are able to make predictions to find the detail information in a descriptive text.

E. Teaching and Learning Material

The social function :

Explaining experience/(s), phenomenon, and event/(s) to be reported, modeled, shared, etc.

The Structure of the Text :

- Identification: identifying the phenomenon to be described.
- Description: describing the phenomenon in parts, qualities, or and characteristics.

Language Features :

Using simple present tense, using an adjective.

F. Teaching Method and Technique

- ✓ Scientific approach
- ✓ Observe and remember

G. Media

- ✓ **Object [about/around].**
- ✓ **White board and felt-tip marker**
- ✓ **Pictures**
- ✓ **Workseet**

H. Learning Source

- ✓ English book “Experiencing English for Grade VII SMP/MTs”
- ✓ English book ”Smart Steps for Junior High School”
- ✓ Internet.

I. The Steps of Teaching and Learning Process

1) The First Meeting

a. Opening activities

Apperception

- 1) The teacher greets the students.
- 2) The teacher checks the students’ attendance list.
- 3) The teacher gives apperception related the material in the last week.
- 4) The teacher explains the activity of the lesson.

Motivation

- 1) The teacher is going to motivate the students to participate actively during the learning process.

b. The Main Activity

Exploration

- 1) The teacher explains more deeply about the material.
- 2) The teacher gives a task to the students.

Elaboration

- 1) Works in groups, students observe the picture that is related to the text.
- 2) Students are given a question related to the picture.
- 3) Working in group, students formulate questions related to the picture using the question words (what and where) given by the teacher.

Confirmation

- 1) Students and teacher, together, select the appropriate questions to be answered.
- 2) The students answer the question from the prediction just now.
- 3) The teacher guides the students in understanding the question.
- 4) The teacher and students are going to conclude the lesson.

c. Closing

- 1) The students give individual homework.
- 2) The teacher and learners, together, summarize the material that had been learned in this meeting.
- 3) The teacher ask learners to help them doing reflection of their teaching and learning process.
- 4) The teacher explains about the next teaching and learning plan.

2) The Second Meeting

a. Opening Activities

Apperception

- 1) The teacher greets the students.
- 2) The teacher checks the students' attendance list.
- 3) The teacher gives apperception related the material in the last week.
- 4) The teacher explains the activity of the lesson.

Motivation

- 1) The teacher is going to motivate the students to participate actively during the learning process.

d. The Main Activity

Exploration

- 1) The teacher activates the students' schema by showing a picture.
- 2) The teacher accesses the students' prior knowledge by asking some questions related the picture.

Elaboration

- 1) Works in groups, students observe the picture that is related to the text.
- 2) Working in group, students formulate questions related to the picture using the question words (what and where) given by the teacher.
- 3) The students answer the content of each section

Confirmation

- 1) Students and teacher, together checks the correct answer.
- 2) The teacher guides the students in understanding the question.
- 3) The teacher and students are going to conclude the lesson.

e. Closing

- 1) The students give individual homework.
- 2) The teacher and learners, together, summarize the material that had been learned in this meeting.
- 3) The teacher explains about the next teaching and learning plan.

J. Assasment

1. Knowledge and skill

- a. Assessing teachnique : progress test
- b. Instrument form : Multiple Choice and written test
- c. Instrument look at appendix

d. Scoring guideline :

- Scoring for the written test : 0-20
- Multiple choice : Final score = $\frac{\text{The correct amount}}{\text{Number of questions}} \times 100$

The Head Master of MTs Islamiyah Medan, 6th March 2017
Medan English Teacher

Rustam, S.Pd.I

Abdan Ebin Purba, S.Pd.I

The Researcher

Ruwaida Nusa Putri

NIM : 34.13.3.200

APPENDIX II

LESSON PLAN

CYCLE 2

| | |
|------------------|---------------------------------|
| School | : MTs Islamiyah Medan |
| Subject | : English |
| Class / Semester | : VII / 2 |
| Main Material | : Descriptive Text |
| Duration | : 2 meetings (4 x 40 minutes) |

K. Standard Competence

Getting the meaning of the spoken and written recount text, short and simple, about activities, events, and phenomenon to interaction in the around environment.

L. Basic Competence

Implementing the structure of the text and language feature to bring about the social function of the recount text by stating and questioning about activities, events, and phenomenon, short and simple, according to the context usage.

M. Indicators

Upon the completion of teaching and learning process, students are able to :

5. Able to identify the content of descriptive text
6. Able to identify the topic and main idea of descriptive text.
7. Able to answer questions and given some questions related to the text (short answer and true/false task)
8. Able to make predictions to find the detail information in a descriptive text.

N. Learning Aims

5. Able to identify the content of descriptive text
6. Students are able to identify the topic and main idea of descriptive text.
7. Students are able to answer questions and given some questions related to the text (short answer and true/false task)
8. Students are able to make predictions to find the detail information in a descriptive text.

O. Teaching and Learning Material

The social function :

Explaining experience/(s), phenomenon, and event/(s) to be reported, modeled, shared, etc.

The Structure of the Text :

- Identification: identifying the phenomenon to be described.
- Description: describing the phenomenon in parts, qualities, or and characteristics.

Language Features :

Using simple present tense, using an adjective.

P. Teaching Method and Technique

- ✓ Scientific approach
- ✓ Observe and remember

Q. Media

- ✓ **Object [about/around].**
- ✓ **White board and felt-tip marker**
- ✓ **Pictures**
- ✓ **Workseet**

R. Learning Source

- ✓ English book “Experiencing English for Grade VII SMP/MTs”
- ✓ English book ”Smart Steps for Junior High School”
- ✓ Internet.

S. The Steps of Teaching and Learning Process

2) The First Meeting

b. Opening activities

Apperception

- 4) The teacher greets the students.
- 5) The teacher checks the students’ attendance list.
- 6) The teacher gives apperception related the material in the last week.
- 7) The teacher explains the activity of the lesson.

Motivation

- 2) The teacher is going to motivate the students to participate actively during the learning process.

f. The Main Activity

Exploration

- 3) The teacher explains more deeply about the material.
- 4) The teacher gives a task to the students.

Elaboration

- 4) Works in groups, students observe the picture that is related to the text.
- 5) Students are given a question related to the picture.
- 6) Working in group, students formulate questions related to the picture using the question words (what and where) given by the teacher.

Confirmation

- 5) Students and teacher, together, select the appropriate questions to be answered.
- 6) The students answer the question from the prediction just now.
- 7) The teacher guides the students in understanding the question.
- 8) The teacher and students are going to conclude the lesson.

g. Closing

- 1) The students give individual homework.
- 2) The teacher and learners, together, summarize the material that had been learned in this meeting.
- 3) The teacher ask learners to help them doing reflection of their teaching and learning process.
- 4) The teacher explains about the next teaching and learning plan.

2) The Second Meeting

a. Opening Activities

Apperception

- 5) The teacher greets the students.
- 6) The teacher checks the students' attendance list.
- 7) The teacher gives apperception related the material in the last week.
- 8) The teacher explains the activity of the lesson.

Motivation

- 2) The teacher is going to motivate the students to participate actively during the learning process.

h. The Main Activity

Exploration

- 1) The teacher activates the students' schema by showing a picture.
- 2) The teacher accesses the students' prior knowledge by asking some questions related the picture.

Elaboration

- 4) Works in groups, students observe the picture that is related to the text.
- 5) Working in group, students formulate questions related to the picture using the question words (what and where) given by the teacher.
- 6) The students answer the content of each section

Confirmation

- 4) Students and teacher, together checks the correct answer.
- 5) The teacher guides the students in understanding the question.
- 6) The teacher and students are going to conclude the lesson.

i. Closing

- 1) The students give individual homework.
- 2) The teacher and learners, together, summarize the material that had been learned in this meeting.
- 3) The teacher explains about the next teaching and learning plan.

T. Assasment

2. Knowledge and skill

- e. Assessing teachnique : progress test
- f. Instrument form : Multiple Choice and written test
- g. Instrument look at appendix

h. Scoring guideline :

- Scoring for the written test : 0-20
- Multiple choice : Final score = $\frac{\text{The correct amount}}{\text{Number of questions}} \times 100$

**The Head Master of MTs Islamiyah Medan, 27th February 2017
Medan English Teacher**

Rustam, S.Pd.I

Abdan Ebin Purba, S.Pd.I

The Researcher

Ruwaida Nusa Putri

NIM : 34.13.3.200

OBSERVATION SHEET

I. Observation Sheet of Teacher Performance in The Teaching and Learning Process

Instruction:

1. This observation sheet to observe the teacher performance during the teaching and learning process of vocabulary class. It should be completed by the English teacher in the school where this observation does.
2. The observer checks YES or NO column based on the real condition. Checks “YES” if the teacher does it while “NO” if the teacher does not it. Give your description and note in the description column and note column, if it is needed.

| NO | ACTIVITIES | YES | NO | DESCRIPTION | NOTE |
|----|--|-----|----|-------------|------|
| I | Opening Activities | | | | |
| | 1. The teacher opens the class by greeting and checking students' attendance | | | | |
| | 2. The teacher prepares the class condition | | | | |
| | 3. The teacher gives students apperception to | | | | |

| | | | | | |
|----|--|--|--|--|--|
| | attract their attention and motivation | | | | |
| | 4. The teacher gives brainstorming to the students | | | | |
| | 5. The teacher states the learning objective | | | | |
| II | Main Activities | | | | |
| | 1. The teacher explains the material clearly | | | | |
| | 2. The teacher gives students chance to ask teacher about the material | | | | |
| | 3. The teacher answers the students' question clearly | | | | |
| | 4. The teacher gives vocabulary test | | | | |

| | | | | | |
|--|---|--|--|--|--|
| | 5. The teacher gives observe and remember games | | | | |
| | 6. The teacher uses the game in learning vocabulary | | | | |
| | 7. The teacher tries to motivate the students to do the vocabulary test | | | | |
| | 8. The teacher as a facilitator | | | | |
| | 9. The teacher looking to the progress or the difficulty of the students in learning | | | | |
| | 10. The teacher use tools or media in teaching | | | | |

| | | | | | |
|-----|---|--|--|--|--|
| | learning process | | | | |
| | 11. The teacher uses the suitable strategy to the material and interesting | | | | |
| III | Closing Activities | | | | |
| | 1. The teacher and the students summarize the lesson | | | | |
| | 2. The teacher gives an opportunity for the students to ask about what they do not understand | | | | |
| | 3. The teacher does a reflection | | | | |
| | 4. The teacher gives the students home | | | | |

| | | | | | |
|--|--|--|--|--|--|
| | work | | | | |
| | 5. The teacher gives brief information about material for the next meeting | | | | |
| | 6. The teacher closes the class by giving motivation | | | | |

Medan, 27th February 2017

Observer,

Abdan Ebin Purba, S.Pd.I

II. Observation Sheet of Students' Activities in The Teaching and Learning Process of Memorizing Vocabulary Through The Use of Observe and Remember Games

Instruction:

1. This observation sheet to observe the students' activities during the teaching and learning process in the class. It should be completed by the observer.
2. The observer checks YES or NO column based on the real condition. Checks "YES" if the teacher does it while "NO" if the teacher does not it. Give your description and note in the description column, if it is needed.

| NO | ACTIVITIES | YES | NO | DESCRIPTION |
|----|---|-----|----|-------------|
| 1 | The students pay attention to the teachers' explanation | | | |
| 2 | The students concentrate to the teachers' explanation | | | |
| 3 | The students are active in the class during teaching and learning process | | | |
| 4 | The students are enthusiast in teaching and learning process | | | |
| 5 | The students ask teacher about what they do not understand the material | | | |
| 6 | The students ask the teacher or their friends if they find difficulties | | | |
| 7 | The students do their task | | | |
| 8 | The students care with their group | | | |

| | | | | |
|----|---|--|--|--|
| 9 | The students noisy during teaching and learning process | | | |
| 10 | The students understand about the material | | | |

Medan, 1st March 2017

Observer,

Abdan Ebin Purba, S.Pd.I

III. Observation Sheet of Activities in The Teaching and Learning Process of Memorizing Vocabulary Through The Use of Observe and Remember Games

Instruction:

1. This observation sheet to observe the class condition during the teaching and learning process. It should be completed by the observer.
2. The observer checks YES or NO column based on the real condition. Checks “YES” if the teacher does it while “NO” if the teacher does not it. Give your description and note in the description column, if it is needed.

| NO | CLASS SITUATION | YES | NO | DESCRIPTION |
|----|---|-----|----|-------------|
| 1 | The teaching and learning process go on well based on lesson plan | | | |
| 2 | The class is conducive | | | |
| 3 | The teacher can organize the students | | | |
| 4 | The management of class is good | | | |
| 5 | The teaching and learning process is fun | | | |
| 6 | The students in and out of the class during teaching and learning process | | | |
| 7 | The students interest toward the method that teacher used | | | |
| 8 | Classroom is comfortable (clean and tidy) | | | |

Medan, 6th March 2017

Observer,

Abdan Ebin Purba, S.Pd.I

APPENDIX III

Interview Guidelines for the Needs Analysis (Before CAR)

R : The researcher

T : The teacher

A. Kategori kondisi umum kelas

R : Bagaimana tanggapan Bapak selama ini dalam proses pembelajaran Bahasa Inggris?

T : *Cukup menarik*

R : Berapa standar nilai KKM untuk pelajaran Bahasa Inggris? Dan bagaimana hasil perolehan nilai Bahasa Inggris siswa Bapak?

T : *KKM untuk mata pelajaran Bahasa Inggris 75.*

R : Skill Bahasa Inggris apa yang dianggap paling sulit oleh siswa?

T : *Siswa Merasa skill "Speaking" yang dianggap paling sulit*

R : Dari keseluruhan kelas yang Bapak ajar. kelas manakah yang kemampuan pemahaman *grammar*-nya sangat rendah?

T : *VII-3*

R : Untuk semester ini, jenis materi apa saja yang harus mereka kuasai?

T : *1. Conversation*

2. Give advice or suggestion

3. The simple past tense

4. Text

R : Darimana Bapak mendapatkan sumber materi tersebut?

T : *1. English in focus, for grade VII SMP/MTS*

2. Smart steps, for junior High School

B. Kategori kesulitan siswa yang dialami dalam hal menghafal Vocabulary

- R : Ketika mempelajari Descriptive Text, kesulitan apa yang kiranya dialami oleh siswa?
- T : *sulit dalam membuat kalimat description dalam bahasa inggris*
- R : Menurut Bapak, apa saja penyebab kesulitan yang dialami oleh siswa?
- T : *Kemampuan Vocabulary siswa yang kurang memadai*

C. Kategori strategi pengajaran didalam vocabulary

- R : Teknik mengajar seperti apa yang Bapak gunakan dalam pengajaran vocabulary?
- T : *Fantasy learning dan writing text*
- R : Untuk mengatasi kesulitan siswa dalam pengajaran vocabulary, apakah bapak mempunyai rencana lain untuk mengatasi kesulitan tersebut?
- T : *Tentu, setiap ada solusi lain yang lebih baik akan saya gunakan*
- R : Apakah guru – guru di sini pernah menggunakan metode Observe and Remember atau Observe and remember games dalam proses belajar mengajar?
- T : *Ya*
- R : Apa pendapat Bapak tentang pengajaran dengan menggunakan metode tersebut dalam pembelajaran?
- T : *Menarik, membawa siswa semangat dalam berkompetisi dan memudahkan mereka menghafal rules dalam membuat kalimat dan vocabulary secara cepat dan bersamaan.*
- R : Bagaimana pendapat bapak Jika ada penelitian tindakan kelas dengan metode tersebut?
- T : *Saya akan membantu dan mendukungnya.*

APPENDIX IV

The Questionnaire for Students (Before CAR)

Nama : _____

Kelas : _____

Cara pengisian:

1. Berilah check list (✓) pada salah satu jawaban Ya atau Tidak
2. Jawablah dengan jujur sesuai dengan keadaan!
3. Periksa kembali jawaban sebelum diserahkan kepada guru!

Pertanyaan

Ya Tidak

1. Saya merasa puas dengan nilai pelajaran Bahasa Inggris yang saya peroleh.

☐☐

2. Menurut saya pelajar bahasa Inggris adalah pelajaran yang penting

☐☐

3. Kadang – kadang saya merasa jenuh dengan pelajaran bahasa Inggris

☐☐

4. Saya selalu aktif dalam mengikuti pelajaran bahasa Inggris mengenai *Vocabulary*

☐☐

5. Saya dapat memahami materi *Vocabulary* dengan baik

☐☐

6. Saya hafal dan mengerti *Vocabulary* yang telah saya peroleh Selama ini

☐☐

7. Saya mengetahui cara memakai *Vocabulary* dalam membuat Kalimat dan juga dalam kehidupan sehari – hari.

☐☐

The Questionnaire for Students (After CAR)

Nama : _____

Kelas : _____

Cara pengisian:

1. Berilah check list (√) pada salah satu jawaban Ya atau Tidak
2. Jawablah dengan jujur sesuai dengan keadaan!
3. Periksa kembali jawaban sebelum diserahkan kepada guru!

Pertanyaan

Ya Tidak

8. Saya merasa senang dengan pelajaran Bahasa Inggris materi *Vocabulary* sekarang.

☐☐

9. Saya merasa pengajaran pada materi *Vocabulary* lebih mudah dipahami

☐☐

10. Saya merasa mengalami peningkatan/lebih baik dalam Membuat kalimat dengan menggunakan *Vocabulary* yang telah saya miliki

☐☐

11. Saya dapat membuat kalimat descriptive dengan menggunakan *Vocabulary* yang saya miliki dengan cepat dan mudah

☐☐

12. Belajar sambil bermain membuat saya senang dan mudah memahami pelajaran.

☐☐

13. Saya merasa senang dengan metode pembelajaran yang sekarang

☐☐

14. Saya merasa metode yang digunakan sekarang membantu saya untuk menerapkan dan menggunakan *Vocabulary* yang telah saya miliki dalam kehidupan sehari - hari.

☐☐

APPENDIX V

Pre-Test

In this part of the test, you must choose the best answer a, b, c, or d to each question by the following text.

The following text is for questions number 1 to 10.

Peter is the youngest in our family. He is fourteen years old and four years younger than me. He has long, straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do.

Peter is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family.

1. How old is Peter? He is ... years old.
 - a. Four
 - b. Fourteen
 - c. Forty
 - d. Ten
2. The writer is ... years old.
 - a. Fourteen
 - b. Sixteen
 - c. Eighteen
 - d. Nineteen
3. Which of the following statement is not true about Peter?
 - a. He has long and straight hair.
 - b. He has bright eyes.
 - c. He is interested in sports.
 - d. He piano and guitar.
4. According to the passage, we know that Peter is
 - a. The writer's youngest brother
 - b. The writer's elder brother
 - c. A naughty boy
 - d. A friendly boy
5. It is implied in the passage that
 - a. Peter is naughty.
 - b. Peter is lazy.
 - c. Peter is unfriendly.
 - d. Peter is diligent.

6. From the text, we may conclude that....
- Many people do not like Peter.
 - People is older than the writer.
 - Peter is a welcoming person.
 - Peter is not diligent at all.
7. What is the text mostly about?
- Peter
 - Peter's hobby
 - Peter's family
 - Peter's elder brother
8. "He is fourteen years old . . . Than me."
- The underlined word refers to
- Peter
 - The writer
 - The writer's brother
 - the writer's family
9. "Peter is interested in sports very much, and at school he plays football and tennis." The underlined phrase can be replaced by
- Dislike sport
 - Really likes sport
 - Hates sport very much
 - Finds sport not really entertaining
10. "But he usually does what he is asked to do"
- The underlined phrase means ...
- He does anything he wants.
 - He always asks.
 - He is lazy.
 - He is diligent.

The following text is for questions number 11 to 13.

Boyolali regency is located in north of Solo and east of Merapi and Merbabu Mountains. This regency has been known for its production of fresh milk for a long time. No wonder, the cow statues adorn Boyolali town.

There are six main cow statues in Boyolali. They are displayed in different places. The statues are made of concrete. The colour and shape are made in such a way to resemble the real cows. However, the size is made bigger to catch the eye.

Besides decorating the town, the statues also turn out to be helpful for people from out of town to find places they are seeking in Boyolali. By mentioning the position of the statue, people can get their way easily.

11. " ... they are seeking in Boyolali" (paragraph 3)

What does the underlined word refer to?

- a. People from out town
 - b. Places in Boyolali.
 - c. Cow statues.
 - d. Real cows.
12. What is the main idea of the last paragraph?
- a. The statues help people to find places easily.
 - b. The statues decorate the town beautifully.
 - c. The cow can get their way easily around the town.
 - d. The people from out of town easily find the statues.
13. The text mainly tells us about
- a. the colour of the statues
 - b. cow statues in Boyolali
 - c. a town called Boyolali
 - d. how to raise cows

The following text is for questions number 14 to 16.

My Uncle

My Uncle Martin is my mother's elder brother. He is my favourite among my mother's brothers. He is a very interesting man. He lives quite near us with my Aunt Angela and my cousins Anne and Bob. I often go to his house. He is about 45 with grey hair.

He is still quite good-looking. He is tall and well-built. He has blue eyes and a strong face. He wears glasses. He is short sighted. He takes them off when he doesn't work. Uncle Martin is a textile engineer. He works for a big firm in the city. He travels widely in his job. He is an expert in solving problems with machines.

At present, he is in the United States. He is visiting the firm's customers there. He is very fond of the sea. He has a boat at seaside.

He goes there every weekend in summer to sail it. I sometimes stay with my cousins at their house on the coast. When Uncle Martin is at home, he usually takes us out in the boat.

14. Who is Uncle Martin?

- a. Bob's father.
- b. Anne's uncle.
- c. My mother's uncle.
- d. Aunt Angela's neighbour.

15. Which paragraph talks about the physical description of Uncle Martin?

- a. 1
- b. 2
- c. 3
- d. 4

16. How many children does Uncle Martin have?

- a. One
- b. Two
- c. Three
- d. Four

Test Cycle 1

In this part of the test, you must choose the best answer a, b, c, or d to each question by the following text.

The following text is for questions number 1 to 3.

Boyolali regency is located in north of Solo and east of Merapi and Merbabu Mountains. This regency has been known for its production of fresh milk for a long time. No wonder, the cow statues adorn Boyolali town.

There are six main cow statues in Boyolali. They are displayed in different places. The statues are made of concrete. The colour and shape are made in such a way to resemble the real cows. However, the size is made bigger to catch the eye.

Besides decorating the town, the statues also turn out to be helpful for people from out of town to find places they are seeking in Boyolali. By mentioning the position of the statue, people can get their way easily.

1. " ... they are seeking in Boyolali" (paragraph 3)

What does the underlined word refer to?

- e. People from out town
- f. Places in Boyolali.
- g. Cow statues.
- h. Real cows.

2. What is the main idea of the last paragraph?

- e. The statues help people to find places easily.

- f. The statues decorate the town beautifully.
 - g. The cow can get their way easily around the town.
 - h. The people from out of town easily find the statues.
3. The text mainly tells us about
- e. the colour of the statues
 - f. cow statues in Boyolali
 - g. a town called Boyolali
 - h. how to raise cows**

The following text is for questions number 4 to 6.

My Uncle

My Uncle Martin is my mother's elder brother. He is my favourite among my mother's brothers. He is a very interesting man. He lives quite near us with my Aunt Angela and my cousins Anne and Bob. I often go to his house. He is about 45 with grey hair.

He is still quite good-looking. He is tall and well-built. He has blue eyes and a strong face. He wears glasses. He is short sighted. He takes them off when he doesn't work. Uncle Martin is a textile engineer. He works for a big firm in the city. He travels widely in his job. He is an expert in solving problems with machines.

At present, he is in the United States. He is visiting the firm's customers there. He is very fond of the sea. He has a boat at seaside. He goes there every weekend in summer to sail it.

I sometimes stay with my cousins at their house on the coast. When Uncle Martin is at home, he usually takes us out in the boat.

4. Who is Uncle Martin?
- e. Bob's father.
 - f. Anne's uncle.
 - g. My mother's uncle.
 - h. Aunt Angela's neighbour.
5. Which paragraph talks about the physical description of Uncle Martin?
- e. 1
 - f. 2
 - g. 3
 - h. 4
6. How many children does Uncle Martin have?
- e. One
 - f. Two

- g. Three
- h. Four

The following text is for questions number 7 to 16.

Peter is the youngest in our family. He is fourteen years old and four years younger than me. He has long, straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do.

Peter is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family.

7. How old is Peter? He is ... years old.
 - a. Four
 - b. Fourteen
 - c. Forty
 - d. Ten
8. The writer is ... years old.
 - a. Fourteen
 - b. Sixteen
 - c. Eighteen
 - d. Nineteen
9. Which of the following statement is not true about Peter?
 - a. He has long and straight hair.
 - b. He has bright eyes.
 - c. He is interested in sports.
 - d. He plays guitar and piano.
10. According to the passage, we know that Peter is
 - a. The writer's youngest brother
 - b. The writer's elder brother
 - c. A naughty boy
 - d. A friendly boy
11. It is implied in the passage that
 - a. Peter is naughty.
 - b. Peter is lazy.
 - c. Peter is unfriendly.
 - d. Peter is diligent.
12. From the text, we may conclude that....
 - a. Many people do not like Peter.
 - b. People is older that the writer.
 - c. Peter is a welcoming person.

d. Peter is not diligent at all.

13. What is the text mostly about?

- a. Peter
- b. Peter's hobby
- c. Peter's family
- d. D. peters' elder brother

14. "He is fourteen years old . . . Than me."

The underlined word refers to

- a. Peter
- b. The writer
- c. The writer's brother
- d. the writer's family

15. "Peter is interested in sports very much, and at school he plays football and tennis." The underlined phrase can be replaced by

- a. Dislike sport
- b. Really likes sport
- c. Hates sport very much
- d. Finds sport not really entertaining

16. "But he usually does what he is asked to do"

The underlined phrase means ...

- a. He does anything he wants.
- b. He always asks.
- c. He is lazy.
- d. He is diligent.

Test Cyle 2

In this part of the test, you must choose the best answer a, b, c, or d to each question by the following text.

The following text is for questions number 1 to 3.

Boyolali regency is located in north of Solo and east of Merapi and Merbabu Mountains. This regency has been known for its production of fresh milk for a long time. No wonder, the cow statues adorn Boyolali town.

There are six main cow statues in Boyolali. They are displayed in different places. The statues are made of concrete. The colour and shape are made in such a way to resemble the real cows. However, the size is made bigger to catch the eye.

Besides decorating the town, the statues also turn out to be helpful for people from out of town to find places they are seeking in Boyolali. By mentioning the position of the statue, people can get their way easily.

1. " ... they are seeking in Boyolali" (paragraph 3)

What does the underlined word refer to?

- i. People from out town
 - j. Places in Boyolali.
 - k. Cow statues.
 - l. Real cows.
2. What is the main idea of the last paragraph?
- i. The statues help people to find places easily.
 - j. The statues decorate the town beautifully.
 - k. The cow can get their way easily around the town.
 - l. The people from out of town easily find the statues.
3. The text mainly tells us about
- i. the colour of the statues
 - j. cow statues in Boyolali
 - k. a town called Boyolali
 - l. how to raise cows

The following text is for questions number 4 to 6.

My Uncle

My Uncle Martin is my mother's elder brother. He is my favourite among my mother's brothers. He is a very interesting man. He lives quite near us with my Aunt Angela and my cousins Anne and Bob. I often go to his house. He is about 45 with grey hair.

He is still quite good-looking. He is tall and well-built. He has blue eyes and a strong face. He wears glasses. He is short sighted. He takes them off when he doesn't work. Uncle Martin is a textile engineer. He works for a big firm in the city. He travels widely in his job. He is an expert in solving problems with machines.

At present, he is in the United States. He is visiting the firm's customers there. He is very fond of the sea. He has a boat at seaside. He goes there every weekend in summer to sail it.

I sometimes stay with my cousins at their house on the coast. When Uncle Martin is at home, he usually takes us out in the boat.

4. Who is Uncle Martin?

- i. Bob's father.
- j. Anne's uncle.
- k. My mother's uncle.
- l. Aunt Angela's neighbour.

5. Which paragraph talks about the physical description of Uncle Martin?

- i. 1
- j. 2
- k. 3
- l. 4

6. How many children does Uncle Martin have?

- i. One
- j. Two
- k. Three
- l. Four

The following text is for questions number 7 to 16.

Peter is the youngest in our family. He is fourteen years old and four years younger than me. He has long, straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do.

Peter is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family.

7. How old is Peter? He is ... years old.
 - a. Four
 - b. Fourteen
 - c. Forty
 - d. Ten
8. The writer is ... years old.
 - a. Fourteen
 - b. Sixteen
 - c. Eighteen
 - d. Nineteen
9. Which of the following statement is not true about Peter?
 - a. He has long and straight hair.
 - b. He has bright eyes.
 - c. He is interested in sports.
 - d. He plays guitar and piano.
10. According to the passage, we know that Peter is
 - a. The writer's youngest brother
 - b. The writer's elder brother
 - c. A naughty boy
 - d. A friendly boy
11. It is implied in the passage that
 - a. Peter is naughty.
 - b. Peter is lazy.
 - c. Peter is unfriendly.
 - d. Peter is diligent.
12. From the text, we may conclude that....
 - a. Many people do not like Peter.
 - b. People is older that the writer.
 - c. Peter is a welcoming person.
 - d. Peter is not diligent at all.

13. What is the text mostly about?

- a. Peter
- b. Peter's hobby
- c. Peter's family
- d. D. peters' elder brother

14. "He is fourteen years old . . . Than me."

The underlined word refers to

- a. Peter
- b. The writer
- c. The writer's brother
- d. the writer's family

15. "Peter is interested in sports very much, and at school he plays football and tennis." The underlined phrase can be replaced by

- a. Dislike sport
- b. Really likes sport
- c. Hates sport very much
- d. Finds sport not really entertaining

16. "But he usually does what he is asked to do"

The underlined phrase means ...

- a. He does anything he wants.
- b. He always asks.
- c. He is lazy.
- d. He is diligent.

APPENDIX VI

Answer Key Pre-Test

- 1. B**
- 2. C**
- 3. D**
- 4. A**
- 5. D**
- 6. C**
- 7. A**
- 8. B**
- 9. B**
- 10. D**
- 11. A**
- 12. A**
- 13. B**
- 14. A**
- 15. B**
- 16. B**

Pre-Test Answer Sheet

Nama : _____

Kelas : _____

| | | | | |
|----|---|---|---|---|
| 1. | A | B | C | D |
| 2. | A | B | C | D |
| 3. | A | B | C | D |
| 4. | A | B | C | D |
| 5. | A | B | C | D |
| 6. | A | B | C | D |
| 7. | A | B | C | D |
| 8. | A | B | C | D |
| 9. | A | B | C | D |
| 10 | A | B | C | D |

| | | | | |
|-----|---|---|---|---|
| 11. | A | B | C | D |
| 12. | A | B | C | D |
| 13. | A | B | C | D |
| 14. | A | B | C | D |
| 15. | A | B | C | D |
| 16. | A | B | C | D |

Test Cycle 1 Answer Sheet

Nama : _____

Kelas : _____

| | | | | |
|----|---|---|---|---|
| 1. | A | B | C | D |
| 2. | A | B | C | D |
| 3. | A | B | C | D |
| 4. | A | B | C | D |
| 5. | A | B | C | D |
| 6. | A | B | C | D |
| 7. | A | B | C | D |
| 8. | A | B | C | D |
| 9. | A | B | C | D |
| 10 | A | B | C | D |

| | | | | |
|-----|---|---|---|---|
| 11. | A | B | C | D |
| 12. | A | B | C | D |
| 13. | A | B | C | D |
| 14. | A | B | C | D |
| 15. | A | B | C | D |
| 16. | A | B | C | D |

Test Cycle 2 Answer Sheet

Nama : _____

Kelas : _____

| | | | | |
|----|---|---|---|---|
| 1. | A | B | C | D |
| 2. | A | B | C | D |
| 3. | A | B | C | D |
| 4. | A | B | C | D |
| 5. | A | B | C | D |
| 6. | A | B | C | D |
| 7. | A | B | C | D |
| 8. | A | B | C | D |
| 9. | A | B | C | D |
| 10 | A | B | C | D |

| | | | | |
|-----|---|---|---|---|
| 11. | A | B | C | D |
| 12. | A | B | C | D |
| 13. | A | B | C | D |
| 14. | A | B | C | D |
| 15. | A | B | C | D |
| 16. | A | B | C | D |

Answer Key Test Cycle 1-2

- 1. A**
- 2. A**
- 3. B**
- 4. A**
- 5. B**
- 6. B**
- 7. B**
- 8. C**
- 9. D**
- 10. A**
- 11. D**
- 12. C**
- 13. A**
- 14. B**
- 15. B**
- 16. D**

APPENDIX VII

Test Validity Pre-Test

School : MTs Islamiyah Medan

Academic Year : 2016/2017

Grade/Semester : VII³/II (two)

Direction : Give the checklist ($\sqrt{\quad}$) in the validity column

Note : V = Valid, NV = Not Valid

| No | Questions | V | NV |
|----|--|---|----|
| | <p>The following text is for questions number 1 to 10.</p> <p>Peter is the youngest in our family. He is fourteen years old and four years younger than me. He has long, straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do.</p> <p>Peter is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family.</p> | | |
| 1. | <p>How old is Peter? He is ... years old.</p> <p>a. Four</p> <p>b. Fourteen</p> <p>c. Forty</p> <p>d. Ten</p> | | |
| 2. | <p>The writer is ... years old.</p> <p>a. Fourteen</p> <p>b. Sixteen</p> <p>c. Eighteen</p> | | |

| | | | |
|----|---|--|--|
| | d. Nineteen | | |
| 3. | Which of the following statement is not true about Peter? a. He has long and straight hair. b. He has bright eyes. c. He is interested in sports. d. He plays piano and guitar. | | |
| 4. | According to the passage, we know that Peter is a. The writer's youngest brother b. The writer's elder brother c. A naughty boy d. A friendly boy | | |
| 5. | It is implied in the passage that a. Peter is naughty. b. Peter is lazy. c. Peter is unfriendly. d. Peter is diligent | | |
| 6. | From the text, we may conclude that.... a. Many people do not like Peter. b. People is older that the writer. c. Peter is a welcoming person. d. Peter is not diligent at all. | | |
| 7. | What is the text mostly about? a. Peter b. Peter's hobby c. Peter's family d. D. peters' elder brother | | |
| 8. | "He is fourteen years old . . . Than <u>me</u> ." The underlined word refers to a. Peter b. The writer | | |

| | | | |
|-----|---|--|--|
| | <p>c. The writer's brother</p> <p>d. the writer's family</p> | | |
| 9. | <p>"Peter <u>is interested in sports very much</u>, and at school he plays football and tennis." The underlined phrase can be replaced by</p> <p>a. Dislike sport</p> <p>b. Really likes sport</p> <p>c. Hates sport very much</p> <p>d. Finds sport not really entertaining</p> | | |
| 10. | <p>"But he <u>usually does what he is asked to do</u>"</p> <p>The underlined phrase means ...</p> <p>a. He does anything he wants.</p> <p>b. He always asks.</p> <p>c. He is lazy.</p> <p>d. He is diligent.</p> | | |
| | <p>The following text is for questions number 11 to 13.</p> <p>Boyolali regency is located in north of Solo and east of Merapi and Merbabu Mountains. This regency has been known for its production of fresh milk for a long time. No wonder, the cow statues adorn Boyolali town.</p> <p>There are six main cow statues in Boyolali. They are displayed in different places. The statues are made of concrete. The colour and shape are made in such a way to resemble the real cows. However, the size is made bigger to catch the eye.</p> <p>Besides decorating the town, the statues also turn out to be helpful for people from out of town to find places they are seeking in Boyolali. By mentioning the position of the statue, people can get their way</p> | | |

| | | | |
|-----|---|--|--|
| | easily. | | |
| 11. | <p>" ... <u>they</u> are seeking in Boyolali" (paragraph 3)</p> <p>What does the underlined word refer to?</p> <p>m. People from out town</p> <p>n. Places in Boyolali.</p> <p>o. Cow statues.</p> <p>p. Real cows.</p> | | |
| 12. | <p>What is the main idea of the last paragraph?</p> <p>m. The statues help people to find places easily.</p> <p>n. The statues decorate the town beautifully.</p> <p>o. The cow can get their way easily around the town.</p> <p>p. The people from out of town easily find the statues.</p> | | |
| 13. | <p>The text mainly tells us about</p> <p>m. the colour of the statues</p> <p>n. cow statues in Boyolali</p> <p>o. a town called Boyolali</p> <p>p. how to raise cows</p> | | |
| | <p>The following text is for questions number 14 to 16.</p> <p style="text-align: center;">My Uncle</p> <p>My Uncle Martin is my mother's elder brother. He is my favourite among my mother's brothers. He is a very interesting man. He lives quite near us with my Aunt Angela and my cousins Anne and Bob. I often go to his house. He is about 45 with grey hair.</p> <p>He is still quite good-looking. He is tall and well-built. He has blue eyes and a strong face. He wears glasses. He is short sighted. He takes them off when he doesn't work. Uncle Martin is a textile</p> | | |

| | | | |
|-----|--|--|--|
| | <p>engineer. He works for a big firm in the city. He travels widely in his job. He is an expert in solving problems with machines.</p> <p>At present, he is in the United States. He is visiting the firm's customers there. He is very fond of the sea. He has a boat at seaside.</p> <p>He goes there every weekend in summer to sail it. I sometimes stay with my cousins at their house on the coast. When Uncle Martin is at home, he usually takes us out in the boat.</p> | | |
| 14. | <p>Who is Uncle Martin?</p> <p>m. Bob's father.</p> <p>n. Anne's uncle.</p> <p>o. My mother's uncle.</p> <p>p. Aunt Angela's neighbour</p> | | |
| 15. | <p>Which paragraph talks about the physical description of Uncle Martin?</p> <p>m. 1</p> <p>n. 2</p> <p>o. 3</p> <p>p. 4</p> | | |
| 16. | <p>How many children does Uncle Martin have?</p> <p>m. One</p> <p>n. Two</p> <p>o. Three</p> <p>p. Four</p> | | |

Validator

Abdan Ebin Purba, S.Pd.I.

Test Validity Cycle I

School : MTs Islamiyah Medan

Academic Year : 2016/2017

Grade/Semester : VII³/II (two)

Direction : Give the checklist (√) in the validity column

Note : V = Valid, NV = Not Valid

| No | Questions | V | NV |
|----|---|---|----|
| | <p>The following text is for questions number 1 to 3.</p> <p>Boyolali regency is located in north of Solo and east of Merapi and Merbabu Mountains. This regency has been known for its production of fresh milk for a long time. No wonder, the cow statues adorn Boyolali town.</p> <p>There are six main cow statues in Boyolali. They are displayed in different places. The statues are made of concrete. The colour and shape are made in such a way to resemble the real cows. However, the size is made bigger to catch the eye.</p> <p>Besides decorating the town, the statues also turn out to be helpful for people from out of town to find places they are seeking in Boyolali. By mentioning the position of the statue, people can get their way easily.</p> | | |
| 1. | <p>" ... <u>they</u> are seeking in Boyolali" (paragraph 3) What does the underlined word refer to?</p> <ul style="list-style-type: none">a. People from out townb. Places in Boyolali.c. Cow statues. | | |

| | | | |
|----|--|--|--|
| | d. Real cows | | |
| 2. | <p>What is the main idea of the last paragraph?</p> <ul style="list-style-type: none"> a. The statues help people to find places easily. b. The statues decorate the town beautifully. c. The cow can get their way easily around the town. d. The people from out of town easily find the statues. | | |
| 3. | <p>The text mainly tells us about</p> <ul style="list-style-type: none"> a. the colour of the statues b. cow statues in Boyolali c. a town called Boyolali d. how to raise cows | | |
| | <p>The following text is for questions number 4 to 6.</p> <p style="text-align: center;">My Uncle</p> <p>My Uncle Martin is my mother's elder brother. He is my favourite among my mother's brothers. He is a very interesting man. He lives quite near us with my Aunt Angela and my cousins Anne and Bob. I often go to his house. He is about 45 with grey hair.</p> <p>He is still quite good-looking. He is tall and well-built. He has blue eyes and a strong face. He wears glasses. He is short sighted. He takes them off when he doesn't work. Uncle Martin is a textile engineer. He works for a big firm in the city. He travels widely in his job. He is an expert in solving problems with machines.</p> <p>At present, he is in the United States. He is visiting the firm's customers there. He is very fond of the sea. He has a boat at seaside. He goes there every weekend in summer to sail it.</p> <p>I sometimes stay with my cousins at their house on the coast. When Uncle Martin is at home,</p> | | |

| | | | |
|----|--|--|--|
| | he usually takes us out in the boat | | |
| 4. | Who is Uncle Martin? a. Bob's father. b. Anne's uncle. c. My mother's uncle. d. Aunt Angela's neighbour | | |
| 5. | Which paragraph talks about the physical description of Uncle Martin? a. 1 b. 2 c. 3 d. 4 | | |
| 6. | How many children does Uncle Martin have? a. One b. Two c. Three d. Four | | |
| | <p>The following text is for questions number 7 to 16.</p> <p>Peter is the youngest in our family. He is fourteen years old and four years younger than me. He has long, straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do.</p> <p>Peter is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family.</p> | | |
| 7. | How old is Peter? He is ... years old. a. Four b. Fourteen c. Forty d. Ten | | |
| 8. | The writer is ... years old. a. Fourteen b. Sixteen c. Eighteen d. Nineteen | | |
| 9. | Which of the following statement is not true about Peter? | | |

| | | | |
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| | <ul style="list-style-type: none"> a. He has long and straight hair. b. He has bright eyes. c. He is interested in sports. d. He plays guitar and piano | | |
| 10. | <p>According to the passage, we know that Peter is</p> <ul style="list-style-type: none"> a. The writer's youngest brother b. The writer's elder brother c. A naughty boy d. A friendly boy | | |
| 11. | <p>It is implied in the passage that</p> <ul style="list-style-type: none"> a. Peter is naughty. b. Peter is lazy. c. Peter is unfriendly. d. Peter is diligent | | |
| 12. | <p>From the text, we may conclude that....</p> <ul style="list-style-type: none"> a. Many people do not like Peter. b. People is older that the writer. c. Peter is a welcoming person. d. Peter is not diligent at all | | |
| 13. | <p>What is the text mostly about?</p> <ul style="list-style-type: none"> a. Peter b. Peter's hobby c. Peter's family d. D. peters' elder brother | | |
| 14. | <p>"He is fourteen years old . . . Than <u>me</u>."</p> <p>The underlined word refers to</p> <ul style="list-style-type: none"> a. Peter b. The writer c. The writer's brother d. the writer's family | | |
| 15. | <p>"Peter <u>is interested in sports very much</u>, and at school he plays football and tennis." The underlined phrase can be replaced by</p> <ul style="list-style-type: none"> a. Dislike sport b. Really likes sport c. Hates sport very much d. Finds sport not really entertaining | | |
| 16. | <p>"But he <u>usually does what he is asked to do</u>"</p> <p>The underlined phrase means ...</p> <ul style="list-style-type: none"> a. He does anything he wants. b. He always asks. c. He is lazy. d. He is diligent | | |

Validator

Abdan Ebin Purba, S.Pd.I.

Test Validity Cycle II

School : MTs Islamiyah Medan

Academic Year : 2016/2017

Grade/Semester : VII³/II (two)

Direction : Give the checklist (√) in the validity column

Note : V = Valid, NV = Not Valid

| No | Questions | V | NV |
|----|---|---|----|
| | <p>The following text is for questions number 1 to 3.</p> <p>Boyolali regency is located in north of Solo and east of Merapi and Merbabu Mountains. This regency has been known for its production of fresh milk for a long time. No wonder, the cow statues adorn Boyolali town.</p> <p>There are six main cow statues in Boyolali. They are displayed in different places. The statues are made of concrete. The colour and shape are made in such a way to resemble the real cows. However, the size is made bigger to catch the eye.</p> <p>Besides decorating the town, the statues also turn out to be helpful for people from out of town to find places they are seeking in Boyolali. By mentioning the position of the statue, people can get their way easily.</p> | | |
| 1. | <p>" ... <u>they</u> are seeking in Boyolali" (paragraph 3) What does the underlined word refer to?</p> <p>e. People from out town f. Places in Boyolali. g. Cow statues. h. Real cows</p> | | |
| 2. | What is the main idea of the last paragraph? | | |

| | | | |
|----|--|--|--|
| | <ul style="list-style-type: none"> e. The statues help people to find places easily. f. The statues decorate the town beautifully. g. The cow can get their way easily around the town. h. The people from out of town easily find the statues. | | |
| 3. | <p>The text mainly tells us about</p> <ul style="list-style-type: none"> e. the colour of the statues f. cow statues in Boyolali g. a town called Boyolali h. how to raise cows | | |
| | <p>The following text is for questions number 4 to 6.</p> <p style="text-align: center;">My Uncle</p> <p>My Uncle Martin is my mother's elder brother. He is my favourite among my mother's brothers. He is a very interesting man. He lives quite near us with my Aunt Angela and my cousins Anne and Bob. I often go to his house. He is about 45 with grey hair.</p> <p>He is still quite good-looking. He is tall and well-built. He has blue eyes and a strong face. He wears glasses. He is short sighted. He takes them off when he doesn't work. Uncle Martin is a textile engineer. He works for a big firm in the city. He travels widely in his job. He is an expert in solving problems with machines.</p> <p>At present, he is in the United States. He is visiting the firm's customers there. He is very fond of the sea. He has a boat at seaside. He goes there every weekend in summer to sail it.</p> <p>I sometimes stay with my cousins at their house on the coast. When Uncle Martin is at home, he usually takes us out in the boat</p> | | |

| | | | |
|----|--|--|--|
| 4. | <p>Who is Uncle Martin?</p> <p>e. Bob's father. f. Anne's uncle. g. My mother's uncle. h. Aunt Angela's neighbour</p> | | |
| 5. | <p>Which paragraph talks about the physical description of Uncle Martin?</p> <p>e. 1 f. 2 g. 3 h. 4</p> | | |
| 6. | <p>How many children does Uncle Martin have?</p> <p>e. One f. Two g. Three h. Four</p> | | |
| | <p>The following text is for questions number 7 to 16.</p> <p>Peter is the youngest in our family. He is fourteen years old and four years younger than me. He has long, straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do.</p> <p>Peter is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family.</p> | | |
| 7. | <p>How old is Peter? He is ... years old.</p> <p>a. Four b. Fourteen c. Forty d. Ten</p> | | |
| 8. | <p>The writer is ... years old.</p> <p>a. Fourteen b. Sixteen c. Eighteen d. Nineteen</p> | | |
| 9. | <p>Which of the following statement is not true about Peter?</p> <p>a. He has long and straight hair.</p> | | |

| | | | |
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| | b. He has bright eyes. c. He is interested in sports. d. He plays guitar and piano | | |
| 10. | According to the passage, we know that Peter is a. The writer's youngest brother b. The writer's elder brother c. A naughty boy d. A friendly boy | | |
| 11. | It is implied in the passage that a. Peter is naughty. b. Peter is lazy. c. Peter is unfriendly. d. Peter is diligent | | |
| 12. | From the text, we may conclude that.... a. Many people do not like Peter. b. People is older that the writer. c. Peter is a welcoming person. d. Peter is not diligent at all | | |
| 13. | What is the text mostly about? a. Peter b. Peter's hobby c. Peter's family d. D. peters' elder brother | | |
| 14. | " He is fourteen years old . . . Than <u>me</u> ." The underlined word refers to a. Peter b. The writer c. The writer's brother d. the writer's family | | |
| 15. | "Peter <u>is interested in sports very much</u> , and at school he plays football and tennis." The underlined phrase can be replaced by a. Dislike sport b. Really likes sport c. Hates sport very much d. Finds sport not really entertaining | | |
| 16. | " But he <u>usually does what he is asked to do</u> " The underlined phrase means ... a. He does anything he wants. b. He always asks. c. He is lazy. d. He is diligent | | |

Validator

Abdan Ebin Purba, S.Pd.I.

APPENDIX VIII

The students' Score in the Three Vocabulary Test

| No | Students' Name | Pre-test | Post Test Cycle 1 | Post Test Cycle 2 |
|-----|--------------------------------|----------|----------------------|----------------------|
| 1. | Alif Syah, HK | 42 | 42 | 91* |
| 2. | Desy Hefa Nurwanda Salamoni | 49 | 63 | 77 |
| 3. | F.Rill Salsabila | 56 | 77* | 84* |
| 4. | Ismailiyah Putri | 49 | 56 | 98* |
| 5. | M. Daffi Azidan | 49 | 49 | 63 |
| 6. | M.Hengky Tahir Hutasuhut | 49 | 42 | 63 |
| 7. | M.Syafii | 42 | 63 | 91* |
| 8. | Marisa | 49 | 77* | 98* |
| 9. | Melisa | 49 | 77* | 98* |
| 10. | Nazwa Asfia | 56 | 77* | 84* |
| 11. | Naiya Zohola | 42 | 56 | 63 |
| 12. | Nur Husna Afida | 42 | 84* | 98* |
| 13. | Rizka Vista | 49 | 84* | 98* |
| 14. | Rangga Hasibuan | 56 | 77* | 84* |
| 15. | Raihan Mahmud Hutasuhut | 42 | 63 | 84* |
| 16. | Rizky Fadhillah Assad | 49 | 77* | 91* |

| | | | | |
|------------------------------------|------------------------|------|------------|------------|
| 17. | Siti Khotimah | 56 | 77* | 84* |
| 18. | Syafikah Annisa | 42 | 56 | 56 |
| 19. | Wahyu Ramadhan R | 49 | 63 | 98* |
| 20. | Adinda Putri Aisyah | 56 | 77 | 98* |
| 21. | Saibatul Hasanah Lubis | 49 | 63 | 84* |
| 22. | Heri Pradana | 56 | 77* | 98* |
| Mean: $\bar{x} = \frac{\sum x}{n}$ | | 1078 | 1477 | 1883 |